Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas English Language Arts Standards

Final June 2016

Document Key: Green=Changed or moved; Peach=No Change; Lavender=Clarified with Teacher Notes; Blue=Changed or Moved and Clarified

Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence .
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grade-Level Standards for Reading Literature

Kindergarten

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, *retell* familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.4 Ask and answer questions about unknown words in a text.

Grade 1

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 *Retell* stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Grade 2

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RL.2.2 *Recount* stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

Grade 3

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 *Recount* stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Grade 4

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Examine a *grade-appropriate* literary text.
● Provide a *summary*.
● Determine a *theme* of a story, drama, or poem from details in the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language.

Grade 5

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Examine a *grade-appropriate* literary text.
● Provide a *summary*.
● Determine a *theme* of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges including how the speaker in a poem reflects upon a topic.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Grade 6

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Examine a *grade-appropriate* literary text.
● Provide an *objective summary*.
● Determine a *theme* of a text and how it is conveyed through particular details.

RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or *tone*.

Grade 7

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Examine a *grade-appropriate* literary text.
● Provide an *objective summary*.
● Determine a *theme* of a text and analyze its development over the course of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Grade 8

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Examine a *grade-appropriate* literary text.
● Provide an *objective summary*.
● Determine a *theme* of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts when applicable.

Grade 9-10

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.

RL.9-10.2 Examine a *grade-appropriate* literary text.
● Provide an *objective summary*.
● Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the *theme* .

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal *tone*).

Grade 11-12

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Examine a *grade-appropriate* literary text.
● Provide an *objective summary*.
● Determine two or more *themes* or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

RL.11-12.3 Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and *tone*, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.K	RL.1	RL.2	RL.3	RL.4	RL.5	RL.6	RL.7	RL.8	RL.9-10	RL.11-12
RL.K.5 Recognize common types of text (e.g. storybooks, poems)	**RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**RL.4.5** Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.	**RL.5.5** Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	**RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the *theme*, setting, or plot.	**RL.7.5** Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, or stanza) fit into the overall structure and contribute to its meaning.	**RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**RL.1.6** Identify who is telling the story at various points in a text.	**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**RL.3.6** Distinguish their own *perspective* from that of the narrator or those of the characters, including the difference between first- and third-person narrations.	**RL.4.6** Compare and contrast the *point of view* from which different stories are narrated, including the difference between first- and third-person narrations.	**RL.5.6** Describe how a narrator's or speaker's *point of view* and/or *perspective* influence how events are described.	**RL.6.6** Explain how an author develops the *point of view* and/or *perspective* of the narrator or speaker in a text.	**RL.7.6** Analyze how an author develops and contrasts the points of view and/or *perspectives* of different characters or narrators in a text.	**RL.8.6** Analyze how differences in the points of view and/or *perspectives* of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**RL.9-10.6** Analyze a particular *point of view*, *perspective*, or cultural experience reflected in a work of literature, including works from outside the United States.	**RL.11-12.6** Analyze a case in which grasping *perspective* and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).	**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.	**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the same text citing specific details.	**RL.5.7** Analyze how *multimedia* elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, *tone*, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or *multimedia* version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	**RL.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
(RL.K.8 not applicable to literature)	(RL.1.8 not applicable to literature)	(RL.2.8 not applicable to literature)	(RL.3.8 not applicable to literature)	(RL.4.8 not applicable to literature)	(RL.5.8 not applicable to literature)	(RL.6.8 not applicable to literature)	(RL.7.8 not applicable to literature)	(RL.8.8 not applicable to literature)	(RL.9-10.8 not applicable to literature)	(RL.9-10.8 not applicable to literature)
RL.K.9 With prompting and support, compare and contrast the characters (e.g. adventures and experiences) in familiar stories.	**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.	**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**RL.3.9** Compare and contrast the *themes*, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	**RL.4.9** Compare and contrast the treatment of similar *themes* and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.	**RL.5.9** Compare and contrast stories in the same genre on their approaches to similar *themes* and topics.	**RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar *themes* and topics.	**RL.7.9** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**RL.8.9** Analyze how a modern work of fiction draws on *themes*, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.	**RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a *theme* or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**RL.11-12.9** Analyze how two or more influential literary works from the same time period address similar *themes* or topics.
RL.K.10 Actively engage in teacher-led reading activities with purpose and understanding.	**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.	**RL.6.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RL.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RL.8.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.	**RL.9-10.10** By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.	**RL.11-12.10** By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.

Reading Informational

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	**RI.1.1** Ask and answer questions about key details in a text.	**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.K.2 With prompting and support, identify the main topic and *retell* key details of a text.	**RI.1.2** Identify the main topic and *retell* key details of a text.	**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**RI.3.2** Determine the main idea of a text; *recount* the key details and explain how they support the main idea.	**RI.4.2** Examine a *grade-appropriate* informational text. ● Provide a *summary*. ● Determine the main idea of a text and explain how it is supported by key details.	**RI.5.2** Examine a *grade-appropriate* informational text. ● Provide a *summary*. ● Determine the main idea of a text and explain how it is supported by key details.	**RI.6.2** Examine a *grade-appropriate* informational text. ● Provide an *objective summary*. ● Determine a central idea and how it is conveyed through particular details.	**RI.7.2** Examine a *grade-appropriate* informational text. ● Provide an *objective summary*. ● Determine a central idea in a text and analyze its development.	**RI.8.2** Examine a *grade-appropriate* informational text. ● Provide an *objective summary* of the text. ● Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	**RI.9-10.2** Examine a *grade-appropriate* informational text. ● Provide an *objective summary* of the text. ● Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	**RI.11-12.2** Examine a *grade-appropriate* informational text. ● Provide an *objective summary* of the text. ● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
RI.K.3 With prompting and support, describe the connection between two topics, (individuals, events, ideas, or scientific concepts).	**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**RI.9-10.3** Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text..	**RI.2.4** Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	**RI.3.4** Determine the meaning of *general academic vocabulary* and *domain-specific words* and phrases in a text relevant to a grade 3 topic or subject area.	**RI.4.4** Determine the meaning of *general academic vocabulary* and *domain-specific words* or phrases in a text relevant to a Grade 4 topic or subject area.	**RI.5.4** Determine the meaning of *general academic vocabulary* and *domain-specific words* and phrases in a text relevant to a Grade 5 topic or subject area.	**RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and *tone*.	**RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and *tone*, including analogies or allusions to other texts when applicable.	**RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and *tone* (e.g., how the language of a court opinion differs from that of a newspaper).	**RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RI.K.5 Identify the front cover, back cover, and title page of a book.	**RI.1.5** Know and use various text features (e.g.,headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.

RI.K.6	RI.1.6	RI.2.6	RI.3.6	RI.4.6	RI.5.6	RI.6.6	RI.7.6	RI.8.6	RI.9-10.6	RI.11-12.6
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own *perspective* from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the *point of view* and/or *perspective* they represent.	Determine an author's *point of view*, *perspective*, and/or purpose in a text and explain how it is conveyed in the text.	Determine an author's *point of view*, *perspective*, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's *point of view*, *perspective*, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's *point of view*, *perspective*, and/or purpose in a text and analyze how an author uses rhetoric to advance that point of view, perspective, or purpose.	Determine an author's *point of view*, *perspective*, or purpose in a text in which the *rhetoric* is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.K.7 With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	**RI.1.7** Use the illustrations and details in a text to describe its key ideas.	**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**RI.7.7** Compare and contrast a text to an audio, video, or *multimedia* version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, *multimedia*) to present a particular topic or idea.	**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and *multimedia*), determining which details are emphasized in each account.	**RI.11-12.7** Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	**RI.1.8** Identify the reasons an author gives to support points in a text.	**RI.2.8** Describe how an author uses reasons to support particular points in a text.	**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.	**RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**RI.8.8** Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**RI.9-10.8** Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**RI.11-12.8** Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.	**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.	**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**RI.6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**RI.9-10.9** Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related *themes* and concepts.	**RI.11-12.9** Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their *themes*, purposes, and rhetorical features.
RI.K.10 Actively engage in teacher-led reading activities with purpose and understanding.	**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.	**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RI.5.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.	**RI.6.10** By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.	**RI.9-10.10** By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.	**RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Reading Foundational K-

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
RF.K.1 Demonstrate understanding of the organization and basic features of print.	**RF.1.1** Demonstrate understanding of the organization and basic features of print.	RF.2.1 Taught in Grade 1 and should be reinforced as needed.	RF.3.1 Taught in Grade 1 and should be reinforced as needed.	RF.4.1 Taught in Grade 1 and should be reinforced as needed.	RF.5.1 Taught in Grade 1 and should be reinforced as needed.					

RF.K.1.A Follow Words from left to right, top to bottom, and page by page.	**RF.1.1.A** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**RF.2.1.A** Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	RF.3.1.A Taught in Grade 2 and should be reinforced as needed.	RF.4.1.A Taught in Grade 2 and should be reinforced as needed.	RF.5.1.A Taught in Grade 2 and should be reinforced as needed.
RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	RF.1.1.B Taught in Kindergarten and should be reinforced as needed.	RF.2.1.B Taught in Kindergarten and should be reinforced as needed.	RF.3.1.B Taught in Kindergarten and should be reinforced as needed.	RF.4.1.B Taught in Kindergarten and should be reinforced as needed.	RF.5.1.B Taught in Kindergarten and should be reinforced as needed.
RF.K.1.C Understand that words are separated by spaces in print.	RF.1.1.C Taught in Kindergarten and should be reinforced as needed.	RF.2.1.C Taught in Kindergarten and should be reinforced as needed.	RF.3.1.C Taught in Kindergarten and should be reinforced as needed.	RF.4.1.C Taught in Kindergarten and should be reinforced as needed.	RF.5.1.C Taught in Kindergarten and should be reinforced as needed.
RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	RF.1.1.D Taught in Kindergarten and should be reinforced as needed.	RF.2.1.D Taught in Kindergarten and should be reinforced as needed.	RF.3.1.D Taught in Kindergarten and should be reinforced as needed.	RF.4.1.D Taught in Kindergarten and should be reinforced as needed.	RF.5.1.D Taught in Kindergarten and should be reinforced as needed.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.2.2 Taught in Grade 1 and should be reinforced as needed.	RF.3.2 Taught in Grade 1 and should be reinforced as needed.	RF.4.2 Taught in Grade 1 and should be reinforced as needed.	RF.5.2 Taught in Grade 1 and should be reinforced as needed.
RF.K.2.A Recognize and produce rhyming words orally.	**RF.1.2.A** Distinguish long from short vowels in spoken one-syllable words.	**RF.2.2.A** Distinguish vowels (long, short, variant) in spoken one-syllable words.	RF.3.2.A Taught in Grade 2 and should be reinforced as needed.	RF.4.2.A Taught in Grade 2 and should be reinforced as needed.	RF.5.2.A Taught in Grade 2 and should be reinforced as needed.
RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	**RF.1.2.B** Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	**RF.2.2.B** Delete phonemes in the initial, medial, and final positions of spoken words including blends.	RF.3.2.B Taught in Grade 2 and should be reinforced as needed.	RF.4.2.B Taught in Grade 2 and should be reinforced as needed.	RF.5.2.B Taught in Grade 2 and should be reinforced as needed.
RF.K.2.C Blend and segment onsets and rimes of one-syllable spoken words.	**RF.1.2.C** Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	RF.2.2.C Taught in Grade 1 and should be reinforced as needed.	RF.3.2.C Taught in Grade 1 and should be reinforced as needed.	RF.4.2.C Taught in Grade 1 and should be reinforced as needed.	RF.5.2.C Taught in Grade 1 and should be reinforced as needed.
RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	**RF.1.2.D** Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	RF.2.2.D Taught in Grade 1 and should be reinforced as needed.	RF.3.2.D Taught in Grade 1 and should be reinforced as needed.	RF.4.2.D Taught in Grade 1 and should be reinforced as needed.	RF.5.2.D Taught in Grade 1 and should be reinforced as needed.
RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	**RF.1.2.E** Delete a syllable from a word (e.g., say "remember," now say it without the "re").	RF.2.2.E Taught in Grade 1 and should be reinforced as needed.	RF.3.2.E Taught in Grade 1 and should be reinforced as needed.	RF.4.2.E Taught in Grade 1 and should be reinforced as needed.	RF.5.2.E Taught in Grade 1 and should be reinforced as needed.
RF.K.2.F Begins in Grade 1.	**RF.1.2.F** Add or substitute individual sounds (phonemes) in simple spoken words to make new words.	RF.3.2.F Taught in Grade 1 and should be reinforced as needed.	RF.3.2.F Taught in Grade 1 and should be reinforced as needed.	RF.4.2.F Taught in Grade 1 and should be reinforced as needed.	RF.5.2.F Taught in Grade 1 and should be reinforced as needed.

RF.K	RF.1	RF.2	RF.3	RF.4	RF.5
RF.K.2.G Begins in Grade 1.	**RF.1.2.G** Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/.	RF.2.2.G Taught in Grade 1 and should be reinforced as needed.	RF.3.2.G Taught in Grade 1 and should be reinforced as needed.	RF.4.2.G Taught in Grade 1 and should be reinforced as needed.	RF.5.2.G Taught in Grade 1 and should be reinforced as needed.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.	**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.	**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.	**RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.	**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.	**RF.1.3.A** Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)	**RF.2.3.A** Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).	**RF.3.3.A** Identify and know the meaning of the most common prefixes and derivational suffixes.	**RF.4.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**RF.5.3.A** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.K.3.B Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g. open- go, closed-got).	**RF.1.3.B** Know the letter/sound correspondences. • silent e (e.g., a-e, e-e, i-e, o-e, u-e) • vowel teams ◦ vowel digraph (e.g., ee, oo, ai, ay, ea)	**RF.2.3.B** Know the letter/sound correspondences, including distinguishing long and short vowel sounds. • dipthongs (e.g., oi,oy,ou,ow) • r-controlled vowels (e.g., er, ir, ur, ar, or) • additional common vowel teams (e.g., ei, ie, igh) • regularly-spelled one-syllable words	**RF.3.3.B** Decode words with common Latin suffixes.	RF.4.3.B Taught in Grade 3 and should be reinforced as needed.	RF.5.3.B Taught in Grade 3 and should be reinforced as needed.
RF.K.3.C Read common *high-frequency words* by sight (e.g., the, of, to, you, she, my, is, are, do, does).	**RF.1.3.C** Recognize and read *grade-appropriate* irregularly- spelled words.	**RF.2.3.C** Recognize and read *grade-appropriate* irregularly spelled words.	**RF.3.3.C** Decode multi-syllable words.	RF.4.3.C Taught in Grade 3 and should be reinforced as needed.	RF.5.3.C Taught in Grade 3 and should be reinforced as needed.
RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).	**RF.1.3.D** Read words with inflectional endings.	**RF.2.3.D** Decode words with common prefixes and suffixes.	**RF.3.3.D** Read *grade-appropriate* irregularly-spelled words.	RF.4.3.D Taught in Grade 3 and should be reinforced as needed	RF.5.3.D Taught in Grade 3 and should be reinforced as needed.
RF.K.3.E Decode CVC words.	**RF.1.3.E** Decode regularly-spelled one-syllable words that follow syllable types. • closed syllable • open syllable • vowel-consonant-e • vowel teams • r-controlled • consonant-le	**RF.2.3.E** Decode words that follow the six syllable types. • closed syllable • open syllable • vowel-consonant-e • vowel teams • r-controlled • consonant-le	RF.3.3.E Taught in Grade 2 and should be reinforced as needed.	RF.4.3.E Taught in Grade 2 and should be reinforced as needed.	RF.5.3.E Taught in Grade 2 and should be reinforced as needed.
RF.K.3.F Decode one-syllable words.	**RF.1.3.F** Decode two-syllable words following basic patterns by breaking the words into syllables • Compound words (e.g., cup/cake, cow/boy) • Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) • VC/CV (e.g., nap/kin, hap/py, stam/pede) • V/CV (e.g., bo/nus)	**RF.2.3.F** Decode regularly-spelled two-syllable words with long vowels.	RF.3.3.F Taught in Grade 2 and should be reinforced as needed.	RF.4.3.F Taught in Grade 2 and should be reinforced as needed.	RF.5.3.F Taught in Grade 2 and should be reinforced as needed.
RF.K.4 Read *grade-appropriate* texts with purpose and understanding.	**RF.1.4** Read grade-level text with sufficient accuracy and *fluency* to suppport comprehension.	**RF.2.4** Read grade-level text with sufficient accuracy and *fluency* to support comprehension.	**RF.3.4** Read grade-level text with sufficient accuracy and *fluency* to support comprehension.	**RF.4.4** Read grade-level text with sufficient accuracy and *fluency* to support comprehension.	**RF.5.4** Read grade-level text with sufficient accuracy and *fluency* to support comprehension.
RF.K.4.A Begins in Grade 1.	**RF.1.4.A** Read grade-level text with purpose and understanding.	**RF.2.4.A** Read grade-level text with purpose and understanding.	**RF.3.4.A** Read grade-level text with purpose and understanding.	**RF.4.4.A** Read grade-level text with purpose and understanding.	**RF.5.4.A** Read grade-level text with purpose and understanding.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5					
RF.K.4.B Begins in Grade 1.	RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					
RF.K.4.C Begins in Grade 2.	RF.1.4.C Begins in Grade 2.	RF.2.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4.C Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.					

Anchor Standards for Writing

Text Types and Purposes

1	Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured even sequences.

Production and Distribution of Writing

4	Produce clear and coherent writing in which the development, organization, and style ar appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding
9	Draw evidence from literary and/or informational texts to support analysis, relfection, research, and synthesis.

Range of Reading and Level of Text Complexity

10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade-Level Standards for Writing

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.3.1 Write opinion pieces on topics or texts, supporting the opinion with reasons.	W.4.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1 Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
W.K.1.A Begins in Grade 3.	W.1.1.A Begins in Grade 3.	W.2.1.A Begins in Grade 3.	W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.	W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.K.1.B Begins in Grade 3.	W.1.1.B Begins in Grade 3.	W.2.1.B Begins in Grade 3.	W.3.1.B Provide reasons that support the opinion.	W.4.1.B Provide reasons that are supported by facts and details.	W.5.1.B Provide logically ordered reasons that are supported by facts and details.	W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

	K	1	2	3	4	5	6	7	8	9-10	11-12
.1.C	W.K.1.C Begins in Grade 3.	W.1.1.C Begins in Grade 3.	W.2.1.C Begins in Grade 3.	**W.3.1.C** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	**W.4.1.C** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	**W.5.1.C** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	**W.6.1.C** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**W.7.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**W.8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	**W.9-10.1.C** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.	**W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
.1.D	W.K.1.D Begins in Grade 3.	W.1.1.D Begins in Grade 3.	W.2.1.D Begins in Grade 3.	**W.3.1.D** Provide a concluding statement or section.	**W.4.1.D** Provide a concluding statement or section related to the opinion presented.	**W.5.1.D** Provide a concluding statement or section related to the opinion presented.	**W.6.1.D** Establish and maintain a formal style.	**W.7.1.D** Establish and maintain a formal style.	**W.8.1.D** Establish and maintain a formal style.	**W.9-10.1.D** Establish and maintain an appropriate format, formal style, and objective *tone* within the norms and conventions of the discipline.	**W.11-12.1.D** Establish and maintain an appropriate style, *tone*, and format within the norms and conventions of the discipline.
.1.E	W.K.1.E Begins in Grade 6.	W.1.1.E Begins in Grade 6.	W.2.1.E Begins in Grade 6.	W.3.1.E Begins in Grade 6.	W.4.1.E Begins in Grade 6.	W.5.1.E Begins in Grade 6.	**W.6.1.E** Provide a concluding statement or section that follows from the argument presented.	**W.7.1.E** Provide a concluding statement or section that follows from and supports the argument presented.	**W.8.1.E** Provide a concluding statement or section that follows from and supports the argument presented.	**W.9-10.1.E** Provide an appropriate concluding statement or section that supports the argument presented.	**W.11-12.1.E** Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
.2	**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
.2.A	W.K.2.A Begins in Grade 3.	W.1.2.A Begins in Grade 3.	W.2.2.A Begins in Grade 3.	**W.3.2.A** Introduce a topic and group related information; include illustrations when useful to aiding comprehension.	**W.4.2.A** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and *multimedia* when useful to aiding comprehension.	**W.5.2.A** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.	**W.6.2.A** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and *multimedia* when useful to aiding comprehension.	**W.7.2.A** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and *multimedia* when useful to aiding comprehension.	**W.8.2.A** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and *multimedia* when useful to aiding comprehension.	**W.9-10.2.A** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or *multimedia*.	**W.11-12.2.A** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and *multimedia* to aid in comprehension.
.2.B	W.K.2.B Begins in Grade 3.	W.1.2.B Begins in Grade 3.	W.2.2.B Begins in Grade 3.	**W.3.2.B** Develop the topic with facts, definitions, and details.	**W.4.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	**W.5.2.B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**W.6.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	**W.7.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	**W.8.2.B** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.	**W.9-10.2.B** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.	**W.11-12.2.B** Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.

W.K	W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	W.9-10	W.11-12
W.K.2.C Begins in Grade 1.	**W.1.2.C** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	**W.2.2.C** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	**W.3.2.C** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	**W.4.2.C** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	**W.5.2.C** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	**W.6.2.C** Use appropriate transitions to clarify the relationships among ideas and concepts.	**W.7.2.C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**W.8.2.C** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**W.9-10.2.C** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**W.11-12.2.C** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.K.2.D Begins in Grade 3.	**W.1.2.D** Begins in Grade 3.	**W.2.2.D** Begins in Grade 3.	**W.3.2.D** Provide a concluding statement or section.	**W.4.2.D** Use *precise language* and *domain-specific vocabulary* to inform about or explain the topic.	**W.5.2.D** Use *precise language* and *domain-specific vocabulary* to inform about or explain the topic.	**W.6.2.D** Use *precise language* and *domain-specific vocabulary* to inform about or explain the topic.	**W.7.2.D** Use *precise language* and *domain-specific vocabulary* to inform about or explain the topic.	**W.8.2.D** Use *precise language* and *domain-specific vocabulary* to inform about or explain the topic.	**W.9-10.2.D** Use *precise language* and *domain-specific vocabulary* to manage the complexity of the topic.	**W.11-12.2.D** Use *precise language*, *domain-specific vocabulary*, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.K.2.E Begins in Grade 6.	**W.1.2.E** Begins in Grade 6.	**W.2.2.E** Begins in Grade 6.	**W.3.2.E** Begins in Grade 6.	**W.4.2.E** Begins in Grade 6.	**W.5.2.E** Begins in Grade 6.	**W.6.2.E** Establish and maintain a formal style.	**W.7.2.E** Establish and maintain a formal style.	**W.8.2.E** Establish and maintain a formal style.	**W.9-10.2.E** Establish and maintain an appropriate format, formal style, and objective *tone* within the norms and conventions of the discipline.	**W.11-12.2.E** Establish and maintain a formal style, objective *tone*, and appropriate format within norms and conventions of the discipline.
W.K.2.F Begins in Grade 4.	**W.1.2.F** Begins in Grade 4.	**W.2.2.F** Begins in Grade 4.	**W.3.2.F** Begins in Grade 4.	**W.4.2.F** Provide a concluding statement or section related to the information or explanation presented.	**W.5.2.F** Provide a concluding statement or section related to the information or explanation presented.	**W.6.2.F** Provide a concluding statement or section that supports the information or explanation presented.	**W.7.2.F** Provide a concluding statement or section that supports the information or explanation presented.	**W.8.2.F** Provide a concluding statement or section that supports the information or explanation presented.	**W.9-10.2.F** Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**W.11-12.2.F** Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	**W.1.3** Write narratives in which they *recount* two or more appropriately sequenced events, include some details regarding what happened, use *temporal* words to signal event order, and provide some sense of closure.	**W.2.3** Write narratives in which they *recount* a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use *temporal* words to signal event order, and provide a sense of closure.	**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W.9-10.3** Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**W.11-12.3** Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.K.3.A Begins in Grade 3.	**W.1.3.A** Begins in Grade 3.	**W.2.3.A** Begins in Grade 3.	**W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**W.4.3.A** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**W.5.3.A** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**W.6.3.A** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**W.7.3.A** Engage and orient the reader by establishing a context and *point of view/perspective* and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**W.8.3.A** Engage and orient the reader by establishing a context and *point of view/perspective* and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**W.9-10.3.A** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more points of view/*perspectives*, introducing a narrator and/or characters; create a smooth progression of experiences or events.	**W.11-12.3.A** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/*perspectives*, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.K.3.B Begins in Grade 3.	**W.1.3.B** Begins in Grade 3.	**W.2.3.B** Begins in Grade 3.	**W.3.3.B** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**W.4.3.B** Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	**W.5.3.B** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**W.6.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**W.7.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**W.8.3.B** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	**W.9-10.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**W.11-12.3.B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.K.3.C Begins in Grade 3.	**W.1.3.C** Begins in Grade 3.	**W.2.3.C** Begins in Grade 3.	**W.3.3.C** Use *temporal* words and phrases to signal event order.	**W.4.3.C** Use a variety of transitional words and phrases to manage the sequence of events.	**W.5.3.C** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**W.6.3.C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**W.7.3.C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**W.8.3.C** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	**W.9-10.3.C** Use a variety of techniques to sequence events so that they build on one another, creating coherence.	**W.11-12.3.C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular *tone* and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.K	W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	W.9-10	W.11-12
W.K.3.D Begins in Grade 4.	**W.1.3.D** Begins in Grade 4.	**W.2.3.D** Begins in Grade 4.	**W.3.3.D** Begins in Grade 4.	**W.4.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely.	**W.5.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely.	**W.6.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**W.7.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**W.8.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**W.9-10.3.D** Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.	**W.11-12.3.D** Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.
W.K.3.E Begins in Grade 3.	**W.1.3.E** Begins in Grade 3.	**W.2.3.E** Begins in Grade 3.	**W.3.3.E** Provide a conclusion that follows from the narrated experiences or events.	**W.4.3.E** Provide a conclusion that follows from the narrated experiences or events.	**W.5.3.E** Provide a conclusion that follows from the narrated experiences or events.	**W.6.3.E** Provide a conclusion that reflects on the narrated experiences or events.	**W.7.3.E** Provide a conclusion that reflects on the narrated experiences or events.	**W.8.3.E** Provide a conclusion that reflects on the narrated experiences or events.	**W.9-10.3.E** Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.	**W.11-12.3.E** Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.
W.K.4 Begins in Grade 3.	**W.1.4** Begins in Grade 3.	**W.2.4** Begins in Grade 3.	**W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.K.5 With prompting and support, respond to questions and add details to strengthen writing as needed.	**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**W.5.5** Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.	**W.6.5** Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from *standard English* in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).	**W.7.5** Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**W.8.5** Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.	**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	**W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	**W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	**W.5.6** Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	**W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	**W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	**W.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	**W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**W.2.7** Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).	**W.3.7** Conduct short research projects that build knowledge about a topic.	**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**W.7.7** Conduct short or more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**W.8.7** Conduct short or more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.K.8	W.1.8	W.2.8	W.3.8	W.4.8	W.5.8	W.6.8	W.7.8	W.8.8	W.9-10.8	W.11-12.8
With prompting and support, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources. ● Take brief notes on sources. ● Sort evidence into provided categories.	Recall relevant information from experiences or gather information from print and digital sources. ● Take notes and categorize information. ● Provide a list of sources.	Recall relevant information from experiences or gather relevant information from print and digital sources. ● *Summarize* or paraphrase information in notes and finished work. ● Provide a list of sources.	Gather relevant information from multiple print and digital sources. ● Assess the credibility of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Provide basic bibliographic information for sources.	Gather relevant information from multiple print and digital sources, using search terms effectively. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Follow a standard format for citation.	Gather relevant information from multiple print and digital sources, using search terms effectively. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Follow a standard format for citation.	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. ● Assess the usefulness of each source in answering the research question. ● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. ● Follow a standard format for citation.	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. ● Assess the strengths and limitations of each source in terms of the task, purpose, and audience. ● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. ● Follow a standard format for citation.
W.K.9 Begins in Grade 4.	W.1.9 Begins in Grade 4.	W.2.9 Begins in Grade 4.	W.3.9 Begins in Grade 4.	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	W.7.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	W.8.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.	W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.
W.K.9.A Begins in Grade 4.	W.1.9.A Begins in Grade 4.	W.2.9.A Begins in Grade 4.	W.3.9.A Begins in Grade 4.	W.4.9.A Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	W.5.9.A Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").	W.6.9.A Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar *themes* and topics.").	W.7.9.A Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").	W.8.9.A Apply Grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on *themes*, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").	W.9-10.9.A Apply Grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a *theme* or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]").	W.11-12.9.A Apply Grades 11-12 Reading standards to literature.
W.K.9.B Begins in Grade 4.	W.1.9.B Begins in Grade 4.	W.2.9.B Begins in Grade 4.	W.3.9.B Begins in Grade 4.	W.4.9.B Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").	W.5.9.B Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").	W.6.9.B Apply Grade 6 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").	W.7.9.B Apply Grade 7 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").	W.8.9.B Apply Grade 8 Reading standards to informational texts (e.g., "Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").	W.9-10.9.B Apply Grades 9-10 Reading standards to informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").	W.11-12.9.B Apply Grades 11-12 Reading standards to informational texts.
W.K.10 With prompting and support write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	W.1.10 Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2	Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4	Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade-Level Standards for Speaking and Listening

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
SL.K.1 Participate in *collaborative conversations* with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	**SL.1.1** Participate in *collaborative conversations* with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	**SL.2.1** Participate in *collaborative conversations* with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups	**SL.3.1** Engage effectively in a range of *collaborative discussions* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.	**SL.4.1** Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	**SL.5.1** Engage effectively in a range of *collaborative discussions* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.	**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**SL.7.1** Engage effectively in a range of *collaborative discussions* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**SL.8.1** Engage effectively in a range of *collaborative discussions* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**SL.11-12.1** Initiate and participate effectively in a range of *collaborative discussions* (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)	**SL.1.1.A** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	**SL.2.1.A** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**SL.3.1.A** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**SL.4.1.A** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**SL.5.1.A** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	**SL.6.1.A** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SL.7.1.A** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SL.8.1.A** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SL.9-10.1.A** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	**SL.11-12.1.A** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.K.1.B Continue a conversation through multiple exchanges.	**SL.1.1.B** Continue conversations by responding to the comments of others through multiple exchanges.	**SL.2.1.B** Build on others' talk in conversations by linking their comments to the remarks of others.	**SL.3.1.B** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**SL.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.	**SL.5.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.	**SL.6.1.B** Follow rules for *collegial discussions*, set specific goals and deadlines, and define individual roles as needed.	**SL.7.1.B** Follow rules for *collegial discussions*, track progress toward specifically set goals and deadlines, and define individual roles as needed.	**SL.8.1.B** Follow rules for *collegial discussions* and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	**SL.9-10.1.B** Work with peers to set rules for *collegial discussions* and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	**SL.11-12.1.B** Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
SL.K.1.C Begins in Grade 1.	**SL.1.1.C** Ask questions to clear up any confusion about the topics and texts under discussion.	**SL.2.1.C** Ask for clarification and further explanation as needed about the topics and texts under discussion.	**SL.3.1.C** Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	**SL.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**SL.5.1.C** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**SL.6.1.C** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**SL.7.1.C** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	**SL.8.1.C** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	**SL.9-10.1.C** Propel conversations by posing and responding to questions that relate the current discussion to broader *themes* or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	**SL.11-12.1.C** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative *perspectives*.
SL.K.1.D Begins in Grade 3.	SL.1.1.D Begins in Grade 3.	SL.2.1.D Begins in Grade 3.	**SL.3.1.D** Explain their own ideas and understanding in light of the discussion.	**SL.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**SL.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**SL.6.1.D** Review the key ideas expressed and demonstrate understanding of multiple *perspectives* through reflection and paraphrasing.	**SL.7.1.D** Acknowledge new information expressed by others and, when warranted, modify their own views.	**SL.8.D** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**SL.9-10.D** Respond thoughtfully to diverse *perspectives*, *summarize* points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**SL.11-12.D** Respond thoughtfully to diverse *perspectives*; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.K	SL.1	SL.2	SL.3	SL.4	SL.5	SL.6	SL.7	SL.8	SL.9-10	SL.11-12
SL.K.2 With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	**SL.1.2** Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.	**SL.2.2** *Recount* or describe key ideas or details from a text read aloud, information presented orally, or through other media.	**SL.3.2** Determine the main ideas and supporting details of information presented in diverse media and formats (e.g., visually, quantitatively, orally, or through other media.	**SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL.5.2** *Summarize* a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	**SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.	**SL.5.3** *Summarize* the points a speaker makes and explain how each claim is supported by reasons and evidence.	**SL.6.3** Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**SL.7.3** Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**SL.8.3** Examine a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**SL.9-10.3** Evaluate a speaker's *perspective*, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**SL.11-12.3** Evaluate a speaker's *perspective*, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and *tone* used.
SL.K.4 Describe familiar people, places, things, and events; provide additional details with prompting and support.	**SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**SL.2.4** Tell a story or *recount* an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**SL.3.4** Report on a topic or text, tell a story, or *recount* an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**SL.4.4** Report on a topic or text, tell a story, or *recount* an experience to support main ideas or *themes*. ● Organize ideas logically. ● Use appropriate facts. ● Use relevant, descriptive details. ● Speak clearly at an understandable pace.	**SL.5.4** Report on a topic or text or present an opinion to support main ideas or *themes*. ● Sequencing ideas logically ● Use appropriate facts. ● Use relevant, descriptive details. ● Speaking clearly at an understandable pace.	**SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or *themes*; use appropriate eye contact, adequate volume, and clear pronunciation.	**SL.7.4** Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**SL.8.4** Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct *perspective*, such that listeners can follow the line of reasoning, alternative or opposing *perspectives* are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.K.5 Add drawings or other *visual displays* to descriptions of familiar people, places, things, and events as desired to provide additional detail.	**SL.1.5** Add drawings or other *visual displays* to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**SL.2.5** Create audio recordings of stories or poems; add drawings or other *visual displays* to stories or *recounts* of experiences when appropriate to clarify ideas, thoughts, and feelings	**SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add *visual displays* when appropriate to emphasize or enhance certain facts or details.	**SL.4.5** Add audio recordings and *visual displays* to presentations when appropriate to enhance the development of main ideas or *themes*.	**SL.5.5** Include *multimedia* components and *visual displays* in presentations when appropriate to enhance the development of main ideas or *themes*.	**SL.6.5** Include *multimedia* components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**SL.7.5** Include *multimedia* components and *visual displays* in presentations to clarify claims and findings and emphasize the primary points.	**SL.8.5** Integrate *multimedia* and *visual displays* into presentations to clarify information, strengthen claims and evidence, and add interest.	**SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	**SL.1.6** Produce complete sentences when appropriate to task and situation.	**SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**SL.4.6** Use *standard English* when speaking, differentiating between contexts that call for *formal English* and situations where informal discourse is appropriate.	**SL.5.6** Adapt speech to a variety of contexts and tasks, using *formal English* when appropriate to task and situation.	**SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.	**SL.7.6** Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.	**SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.	**SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.	**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or *formal English* when indicated or appropriate.

Anchor Standards for Language										
Conventions of Standard English										
1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling awhen writing.									
Knowledge of Language										
3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.									
Vocabulary Acquisition and Use										
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.									
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.									
6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.									

Grade-Level Standards for Language

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
L.K.1 Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Kindergarten.	**L.1.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 1.	**L.2.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 2.	**L.3.1** Demonstrate command of the conventions of *standard English grammar* and usage as appropriate for Grade 3 when writing or speaking.	**L.4.1** Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 4 when writing or speaking.	**L.5.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 5.	**L.6.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 6.	**L.7.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 7.	**L.8.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 8.	**L.9-10.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grades 9-10.	**L.11-12.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grades 11-12.
L.K.1.A Begins in Grade 3.	L.1.1.A Begins in Grade 3.	L.2.1.A Begins in Grade 3.	**L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.	L.4.1.A Taught in Grade 3 and should be reinforced as needed.	L.5.1.A Taught in Grade 3 and should be reinforced as needed.	**L.6.1.A** Ensure that pronouns are in the proper case (subjective, objective, possessive).	**L.7.1.A** Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.	**L.8.1.A** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**L.9-10.1.A** Use parallel structure.	**L.11-12.1.A** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.K.1.B Use frequently occurring nouns. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	**L.1.1.B** Use common, proper, and singular possessive nouns (e.g., dog; Skippy, Skippy's ball).	**L.2.1.B** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	**L.3.1.B** Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).	**L.4.1.B** Form and use regular and irregular plural nouns (e.g., childhood) is taught in Grade 3 and should be reinforced as needed.	**L.5.1.B** Form and use regular and irregular plural nouns (e.g., childhood) is taught in Grade 3 and should be reinforced as needed.	**L.6.1.B** Use intensive pronouns (e.g., myself, ourselves) correctly.	**L.7.1.B** Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.	**L.8.1.B** Form and use verbs in the active and passive voice.	**L.9-10.1.B** Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	**L.11-12.1.B** Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.K.1.C Use frequently occurring verbs.	**L.1.1.C** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	**L.2.1.C** Form and use regular and irregular verbs.	**L.3.1.C** Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs.	**L.4.1.C** Form and use the progressive verb tenses. (e.g., I was walking; I am walking; I will be walking).	**L.5.1.C** Use verb tense to convey various times, sequences, states, and conditions. ● Recognize and correct inappropriate shifts in verb tense.	**L.6.1.C** Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	L.7.1.C Taught in Grade 6 and should be reinforced as needed.	**L.8.1.C** Form and use verbs in the indicative, imperative, and interrogative mood.	**L.9-10.1.C** Form and use verbs in the conditional and subjunctive mood.	**L.11-12.1.C** Form and use correctly the full range of verb tenses and moods.
L.K.1.D Begins in Grade 1.	**L.1.1.D** Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).	**L.2.1.D** Use reflexive pronouns (e.g., myself, ourselves).	**L.3.1.D** Ensure subject-verb and pronoun-antecedent agreement.	L.4.1.D Taught in Grade 3 and should be reinforced as needed.	**L.5.1.D** Use relative pronouns (e.g., whose, whom, who, which, and that).	**L.6.1.D** Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.	**L.7.1.D** Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.	**L.8.1.D** Recognize and correct inappropriate shifts in verb voice.	**L.9-10.1.D** Recognize and correct inappropriate shifts in verb voice and mood.	**L.11-12.1.D** Use appropriate shifts in verb voice and mood, and ensure subject- verb and pronoun-antecedent agreement.

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L.K.1.E	L.1.1.E	L.2.1.E	L.3.1.E	L.4.1.E	L.5.1.E	L.6.1.E	L.7.1.E	L.8.1.E	L.9-10.1.E	L.11-12.1.E
Begins in Grade 1.	Use adjectives. ● Use determiners, noun markers, to add specificity (e.g., a book, the book).	Use adjectives and adverbs and choose between them depending on what is modified. ● Use determiners, noun markers, to add specificity (e.g., a, an, the, many few, each, every, this, that, these, those).	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Use the relative adverbs where, when, and why.	Taught in Grade 5 and should be reinforced as needed.	Taught in Grade 5 and should be reinforced as needed.	Taught in Grade 5 and should be reinforced as needed.	Taught in Grade 5 and should be reinforced as needed.	Taught in Grade 5 and should be reinforced as needed.
L.K.1.F	L.1.1.F	L.2.1.F	L.3.1.F	L.4.1.F	L.5.1.F	L.6.1.F	L.7.1.F	L.8.1.F	L.9-10.1.F	L.11-12.1.F
Begins in Grade 1.	Use conjunctions (e.g., and, but, or, so, because).	Use conjunctions to form compound subjects and predicates.	Use coordinating conjunctions appropriately.	Explain the function of conjunctions and interjections in general and their function in particular sentences.	Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when, etc.).appropriately.	Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.K.1.G	L.1.1.G	L.2.1.G	L.3.1.G	L.4.1.G	L.5.1.G	L.6.1.G	L.7.1.G	L.8.1.G	L.9-10.1.G	L.11-12.1.G
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).	Use prepositions (e.g, during, beyond, toward).	Use prepositions correctly.	Explain the function of prepositions.	Form and use prepositional phrases.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.
L.K.1.H	L.1.1.H	L.2.1.H	L.3.1.H	L.4.1.H	L.5.1.H	L.6.1.H	L.7.1.H	L.8.1.H	L.9-10.1.H	L.11-12.1.H
Independently produce and expand complete sentences in shared language activities. ● With prompting and support, use spaces to separate words in a sentence.	Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use appropriate spacing to separate words in a sentence.	Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Demonstrate command of simple sentences and produce compound sentences.	Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. ● Use independent clauses and coordinating conjunctions when writing a compound sentence.	Produce complex sentences using dependent clauses and subordinating conjunctions.	Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	Taught in Grade 7 and should be reinforced as needed.	Taught in Grade 7 and should be reinforced as needed.	Taught in Grade 7 and should be reinforced as needed.
L.K.1.I	L.1.1.I	L.2.1.I	L.3.1.I	L.4.1.I	L.5.1.I	L.6.1.I	L.7.1.I	L.8.1.I	L.9-10.1.I	L.11-12.1.I
Begins in Grade 4.	Begins in Grade 4.	Begins in Grade 4.	Begins in Grade 4.	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.
L.K.1.J	L.1.1.J	L.2.1.J	L.3.1.J	L.4.1.J	L.5.1.J	L.6.1.J	L.7.1.J	L.8.1.J	L.9-10.1.J	L.11-12.1.J
Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).	Taught in Kindergarten and should be reinforced as needed	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.	Taught in Kindergarten and should be reinforced as needed.
L.K.1.K	L.1.1.K	L.2.1.K	L.3.1.K	L.4.1.K	L.5.1.K	L.6.1.K	L.7.1.K	L.8.1.K	L.9-10.1.K	L.11-12.1.K
Print all upper- and lowercase letters legibly.	Print all upper- and lowercase letters with proper letter formation.	Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive uppercase and lowercase letters.	Form all upper- and lowercase letters to write words legibly in cursive.	Taught in Grade 3 and should be reinforced as needed.	Taught in Grade 3 and should be reinforced as needed.	Taught in Grade 3 and should be reinforced as needed.	Taught in Grade 3 and should be reinforced as needed.	Taught in Grade 3 and should be reinforced as needed.	Taught in Grade 3 and should be reinforced as needed.	Taught in Grade 3 and should be reinforced as needed.
L.K.2	L.1.2	L.2.2	L.3.2	L.4.2	L.5.2	L.6.2	L.7.2	L.8.2	L.9-10.2	L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as appropriate for Kindergarten.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2. when writing	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.

L.K.2.A	L.1.2.A	L.2.2.A	L.3.2.A	L.4.2.A	L.5.2.A	L.6.2.A	L.7.2.A	L.8.2.A	L.9-10.2.A	L.11-12.2.A
Capitalize the first word in a sentence and the pronoun I.	Capitalize the first word in sentences, the pronoun I, dates, and names of people.	Capitalize holidays, product names, and geographic names.	Capitalize appropriate words in titles.	Use correct capitalization.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.	Taught in Grade 4 and should be reinforced as needed.
L.K.2.B Recognize and name end punctuation.	**L.1.2.B** Use end punctuation for sentences.	**L.2.2.B** Use an apostrophe to form contractions and frequently occurring possessives.	**L.3.2.B** Form and use possessives with and without apostrophes as appropriate (e.g., girl's, boy's, her, his, their, its, students').	**L.4.2.B** Use correct spelling of plurals and possessives in writing.	**L.5.2.B** Use underlining, quotation marks, or italics to indicate titles of works.	**L.6.2.B** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	**L.7.2.B** Use a semicolon to join elements of a series when individual items of the series already include commas.	**L.8.2.B** Use an ellipsis to indicate an omission.	**L.9-10.2.B** Use a colon appropriately to introduce a list, quotation, or clarification.	**L.11-12.2.B** Observe hyphenation conventions.
L.K.2.C Begins in Grade 1.	**L.1.2.C** Use commas in dates and to separate single words in a series.	**L.2.2.C** Use commas in greetings and closings of letters.	**L.3.2.C** Use commas according to the conventions of *standard English*. ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue.	**L.4.2.C** Use commas and quotation marks to mark direct speech and quotations from a text.	**L.5.2.C** Use a comma to separate an introductory element from the rest of the sentence. ● Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). ● Use punctuation to separate items in a series.	**L.6.2.C** Use commas to set off clauses.	**L.7.2.C** Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).	**L.8.2.C** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	**L.9-10.2.C** Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.	**L.11-12.2.C** Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
L.K.2.D Write a letter or letters for most consonant and short-vowel sounds (phonemes). ● Spell consonant-vowel-consonant (CVC) words correctly. ● Spell words phonetically, drawing on knowledge of sound-letter relationships.	**L.1.2.D** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.	**L.2.2.D** Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). ● Consult reference materials, including beginning dictionaries as needed to check and correct spellings. ● Reference spelling patterns chart to clarify types of spelling patterns.	**L.3.2.D** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**L.4.2.D** Spell *grade-appropriate* words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).	**L.5.2.D** Spell *grade-appropriate* words correctly, consulting references as needed.	**L.6.2.D** Spell correctly.	**L.7.2.D** Spell correctly.	**L.8.2.D** Spell correctly.	**L.9-10.2.D** Spell correctly.	**L.11-12.2.D** Spell correctly.
L.K.3 Begins in Grade 2.	L.1.3 Begins in Grade 2.	**L.2.3** Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.	**L.3.3** Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.	**L.4.3** Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.	**L.5.3** Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.	**L.6.3** Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.	**L.7.3** Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.	**L.8.3** Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.	**L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.K.3.A Begins in Grade 3.	L.1.3.A Begins in Grade 3.	L.2.3.A Begins in Grade 3.	**L.3.3.A** Choose words and phrases for effect.	**L.4.3.A** Choose words and phrases to convey ideas precisely. ● Choose punctuation for effect.	**L.5.3.A** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**L.6.3.A** Vary sentence patterns for meaning, reader/listener interest, and style.	**L.7.3.A** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	**L.8.3.A** Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).	**L.9-10.3.A** Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	**L.11-12.3.A** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
L.K.3.B Begins in Grade 3.	L.1.3.B Begins in Grade 3.	L.2.3.B Begins in Grade 3.	**L.3.3.B** Recognize and observe differences between the conventions of spoken and written *standard English*.	**L.4.3.B** Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, *tone*, form).	**L.5.3.B** Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.	**L.6.3.B** Maintain consistency in style and *tone*.	**L.7.3.B** Maintain consistency in style and *tone*, based on audience, purpose, message, and form.	**L.8.3.B** Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.	**L.9-10.3.B** Use verbs in the conditional and subjunctive mood to achieve particular effects.	**L.11-12.3.B** Apply an understanding of syntax to the study of complex texts when reading.

L.K.4	L.1.4	L.2.4	L.3.4	L.4.4	L.5.4	L.6.4	L.7.4	L.8.4	L.9-10.4	L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.
L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	L.4.4.A Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of a word or phrase.	L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.	L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	L.6.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.7.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	L.8.4.B Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	L.9-10.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	L.11-12.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.K.4.C Begins in Grade 1.	L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.4.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.4.C Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.7.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.K.4.D Begins in Grade 2.	L.1.4.D Begins in Grade 2.	L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. .	L.4.4.D Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.	L.5.4.D Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.
L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L.2.5.A Sort words into categories based on multiple attributes (e.g. A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.	L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L.5.5.A Interpret figurative language in context, including but not limited to, similes and metaphors.	L.6.5.A Interpret figures of speech (e.g.,extended metaphor, personification) in context.	L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	L.8.5.A Interpret figures of speech (e.g., verbal irony, puns) in context.	L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L.4.5.B Recognize and explain the meaning of common idioms and proverbs.	L.5.5.B Interpret the meaning of common idioms and proverbs.	L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	L.8.5.B Use the relationship between particular words to better understand each of the words.	L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.	L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.

L.K.5.C	L.1.5.C	L.2.5.C	L.3.5.C	L.4.5.C	L.5.5.C	L.6.5.C	L.7.5.C	L.8.5.C	L.9-10.5.C	L.11-12.5.C
Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic).	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Taught in Grade 8 and should be reinforced as needed.	Taught in Grade 8 and should be reinforced as needed.
L.K.5.D	L.1.5.D	L.2.5.D	L.3.5.D	L.4.5.D	L.5.5.D	L.6.5.D	L.7.5.D	L.8.5.D	L.9-10.5.D	L.11-12.5.D
Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed.	Taught in Grade 1 and should be reinforced as needed..
L.K.6	L.1.6	L.2.6	L.3.6	L.4.6	L.5.6	L.6.6	L.7.6	L.8.6	L.9-10.6	L.11-12.6
Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Acquire and use accurately *grade-appropriate* conversational, *general academic vocabulary*, and *domain-specific words* and phrases, including those that signal spatial and *temporal* relationships (e.g., After dinner that night we went looking for them).	Acquire and use accurately *grade-appropriate general academic* vocabulary and *domain-specific words* and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).	Acquire and use accurately *grade-appropriate general academic vocabulary* and *domain-specific words* and phrases, including transition words that signal contrast, addition, and other logical relationships.	Acquire and use accurately *grade-appropriate general academic vocabulary* and *domain-specific words* and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately *grade-appropriate general academic vocabulary* and *domain-specific words* and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately *grade-appropriate general academic vocabulary* and *domain-specific words* and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately *grade-appropriate general academic vocabulary* and *domain-specific words* and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately a range of *grade-appropriate general academic vocabulary* and *domain-specific words* and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Statistics about the Arkansas English Language Arts Standards

Key: Green=Changed or Moved; Peach=No Change; Lavender=Clarified with Teacher Notes; Blue=Changed or Moved and Clarified

Number of Previous Grade-Level Standards	871	
Number of Arkansas English Language Arts Standards	890	
Number of Additional Standards Grade-Level Standards	19	
Number of Previous Anchor Standards	32	
Number of Arkansas E LA Anchor Standards	32	
Number of Anchor Standards Revised	11	34.38%
Number of Grade-Level Standards Revised	399	45.92%
Number of Grade-Level Standards Clarified	304	34.90%
Number of Standards Revised and/or Clarified	539	62.00%

Glossary
Arkansas English Language Arts Standards Grades K-12

Collaborative conversation	Talking jointly with others, especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion)
Collaborative discussion	(synonymous with collaborative conversation)
Collegial discussion	Discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree
Dialect	A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially (http://www.dictionary.com/browse/dialect?s=t)
Domain-specific Vocabulary	Terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature)
Fluency	The ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.
Formal English	Particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun, and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.
General academic vocabulary	General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine)
Grade-appropriate	Texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands of the Arkansas English Language Arts standards, Reading, Writing, Speaking and Listening, and Language, including Foundational Skills for Grades K-5
High frequency words	Regular and irregular words that appear often in printed text (Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn p. 243)
Modal auxiliary	An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense. In English, the most common modal auxiliaries are can, could, may, might, must, ought, shall, should, will, and would; also called modal (http://www.thefreedictionary.com/modal+auxiliary)

Multimedia	Varied techniques for digital formatting used to enhance a website, social media platform, or other electronic resource such as text, graphics, animation (including interactive elements), audio, or video
Nuance	A subtle difference or distinction in expression, meaning, response, etc.
Objective summary	A shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice
Perspective	A particular way of viewing things that depends on one's experience and personality
Point of view	The position of the narrator in relation to the story (e.g., first person, third person); instrumental in manipulating the reader's understanding of the narrative
Precise language	Specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion
Recount	Clearly sequenced, written or oral ordering of narrative events; more formal in stance than a retelling; sets the context from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or may address the message, lesson, or moral of the text
Register	The level of formality of language that a speaker uses in a particular social context
Retell	Oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking
Standard English	Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)
Summary	A shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original
Temporal	Of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as)
Theme	A main idea or an underlying meaning of a literary work that may be stated directly or indirectly
Tone	The author's attitude towards the subject, characters, or situation (e.g., amused, sad, angry, etc.)
Visual display	A presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs)

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Kindergarten

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The CCR and the grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity
    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Kindergarten-Reading Standards for Literature
The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.

Teacher Note
RL.K.2 The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/ Retell vs. Recount "Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point-of-view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

| **RL.K.3** | With prompting and support, identify characters, settings, and major events in a story. |

Kindergarten-Reading Standards for Literature	
Craft and Structure	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of text (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Kindergarten-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).
RL.K.8	RL.K.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.K.9	With prompting and support, compare and contrast the characters (e.g., adventures and experiences) in familiar stories.
Range of Reading and Level of Text Complexity	
RL.K.10	Actively engage in teacher-led reading activities with purpose and understanding.
Teacher Note	
RL.K.10 It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).	

Kindergarten-Reading Standards for Informational Text	
Key Ideas and Details	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and *retell* key details of a text.
Teacher Note	

RI.K.2
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize":
(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point-of-view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

RI.K.3	With prompting and support, describe the connection between two topics (individuals, events, ideas, or scientific concepts).

Kindergarten-Reading Standards for Informational Text	
Craft and Structure	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Kindergarten-Reading Standards for Informational Text	
Integration of Knowledge and Ideas	
RI.K.7	With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).
RI.K.8	With prompting and support, identify the details an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10	Actively engage in teacher-led reading activities with purpose and understanding

Teacher Note

RI.K.10
It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).

Kindergarten-Reading Standards for Foundational Skills	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.K.1.C	Understand that words are separated by spaces in print.
Teacher Note	
RF.K.1.C One way teachers can assess this understanding is to ask students to demonstrate one-to-one correspondence by matching oral words to printed words.	
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.

Kindergarten-Reading Standards for Foundational Skills
Phonological Awareness

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Teacher Note

RF.K.2
To assess the understanding of words, teachers might ask students to count words in spoken sentences.
Blend two individual words to form a compound word (e.g., star + fish…starfish).
Segment a compound word into its two individual words. (e.g., starfish…star_fish).

RF.K.2.A	Recognize and produce rhyming words orally.

RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.

Teacher Note

RF.K.2.B
Some examples of segmenting and blending may be found at the following link:
http://www.corestandards.org/assets/Appendix_A.pdf#page=19

RF.K.2.C	Blend and segment onsets and rimes of one-syllable spoken words.

	Teacher Note
	RF.K.2.C An explanation of onset and rime manipulation in spoken language may be found at the following link http://www.corestandards.org/assets/Appendix_A.pdf#page=19 Additional information is available in a document by Louisa Moats which is found on page 4 of the Reading Rockets website: http://www.readingrockets.org/article/development-phonological-skills
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2.F	This standard begins in Grade 1. Add or substitute individual sounds (phonemes).
RF.K.2.G	This standard begins in Grade 1. Delete individual initial and final sounds.

Kindergarten-Reading Standards for Foundational Skills
Phonics and Word Recognition

RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.

Teacher Note

RF.K.3
Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found at the following link on pages 20-22 and 37 http://www.corestandards.org/assets/Appendix_A.pdf#page=20

RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.
RF.K.3.B	Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).
RF.K.3.C	Read common *high-frequency words* by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Teacher Note

RF.K.3.C
 Districts should consider sight words and high-frequency words when aligning their curriculum.

Sight words are any word recognized instantly. (Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn p. 242).

	High-frequency words are "Regular and irregular words that appear often in printed text" (Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn p. 243).
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).
RF.K.3.E	Decode CVC words.
RF.K.3.F	Decode one-syllable words (open and closed).

Kindergarten-Reading Standards for Foundational Skills	
Fluency	
RF.K.4	Read *grade-appropriate* texts with purpose and understanding.
Teacher Note	
RF.K.4 For students to be on track to read on grade-level by Grade 3, students should be reading on a DRA level of 6 or a guided reading level D by the end of Kindergarten. The rationale and research to support this recommendation can be found at: http://www.heinemann.com/fountasandpinnell/pdfs/whitepapertextgrad.pdf	
RF.K.4.A	This standard begins in Grade 1. Read *grade-appropriate* texts with purpose and understanding.
RF.K.4.B	This standard begins in Grade 1. Read *grade-appropriate* text orally with accuracy, appropriate rate, and expression.
RF.K.4.C	This standard begins in Grade 2. Use context in *grade-appropriate* text to confirm or self-correct word recognition and understanding, rereading as necessary.

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Kindergarten-Writing Standards	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.1.A	This standard begins in Grade 3. Introduce the topic and create an organizational structure when writing.
W.K.1.B	This standard begins in Grade 3. Provide reasons that support an opinion.
W.K.1.C	This standard begins in Grade 3. Use linking words and phrases to connect opinion and reasons.
W.K.1.D	This standard begins in Grade 3. Provide a concluding statement or section.
WIK.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from an argument presented.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.K.2.B	This standard begins in Grade 3.

	Develop the topic with facts, definitions, and detail.
W.K.2.C	This standard begins in Grade 1. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.K.2.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.K.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.K.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.
W.K.3.A	This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.K.3.B	This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.K.3.C	This standard begins in Grade 3. Use *temporal* words and phrases to signal event order.
Teacher Note	
W.K.3.C Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).	

W.K.3.D	This standard begins in Grade 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.K.3.E	This standard begins in Grade 3. Provide a conclusion that follows from the narrated experiences or events.

Kindergarten-Writing Standards	
Production and Distribution of Writing	
W.K.4	This standard begins in Grade 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.K.5	With prompting and support, respond to questions and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.
Teacher Note	
W.K.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.	

	Kindergarten-Writing Standards
	Research to Build and Present Knowledge
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).
W.K.8	With prompting and support, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.K.9.A	This standard begins in Grade 4. Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.K.9.B	This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

Kindergarten-Writing Standards	
Range of Writing	
W.K.10	With prompting and support write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Kindergarten-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.K.1	Participate in *collaborative conversations* with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
Teacher Note	
SL.K.1 For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 http://www.corestandards.org/assets/Appendix_A.pdf#page=26 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
SL.K.1.B	Continue a conversation through multiple exchanges.
SL.K.1.C	This standard begins in Grade 1. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.K.1.D	This standard begins in Grade 3. Explain their own ideas and understanding in light of the discussion.
SL.K.2	With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.

Teacher Note	
SL.K.2 Confirm understanding of a topic (through read aloud, oral presentation, or through other media) by asking and answering questions about key details.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Kindergarten-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.K.4	Describe familiar people, places, things, and events; provide additional details with prompting and support.
SL.K.5	Add drawings or other *visual displays* to descriptions of familiar people, places, things, and events as desired to provide additional detail.
Teacher Note	
SL.K.5 A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Teacher Note	
SL.K.6 See L.K.1 for specific language expectations for Kindergarten students when speaking and writing.	

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered

through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Kindergarten-Language Standards	
Conventions of Standard English	
L.K.1	Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Kindergarten.
Teacher Note	
L.K.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.K.1.A	Print all upper- and lowercase letters legibly.
L.K.1.B	Use frequently occurring nouns. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.1.C	Use frequently occurring verbs.

L.K.1.D	This standard begins in Grade 1. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).
L.K.1E	Use adjectives. ● Use determiners, noun markers, to add specificity (e.g., a book, the book) begins in Grade 1.
L.K.1F	This standard begins in Grade 1. Use conjunctions (e.g., and, but, or, so, because).
L.K.1.G	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).
L.K.1.H	Independently produce and expand complete sentences in shared language activities. ● With prompting and support, use spaces to separate words in a sentence.
L.K.1.I	This standard begins in Grade 4. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.K.1.J	Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
L.K.1.K	Print all upper- and lowercase letters legibly.
L.K.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.
Teacher Note	

L.K.2
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer

words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.
Informal discourse is used with friends, children, and relatives.

L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
L.K.2.B	Recognize and name end punctuation.
L.K.2.C	This standard begins in Grade 1. Use commas in dates and to separate single words in a series.
L.K.2.D	Write a letter or letters for most consonant and short-vowel sounds (phonemes). ● Spell consonant-vowel-consonant (CVC) words correctly. ● Spell words phonetically, drawing on knowledge of sound-letter relationships.

Teacher Note

L.K.2.D
More information on Phoneme-Grapheme Correspondence may be found on a chart at the following link
http://www.corestandards.org/assets/Appendix_A.pdf#page=17
 A chart of vowel sounds with examples can be found at the following link
http://www.corestandards.org/assets/Appendix_A.pdf#page=18

	Kindergarten-Language Standards
	Knowledge of Language
L.K.3	This standard begins in Grade 2. Use knowledge of language and its conventions.
L.K.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.K.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written *standard English.*

Kindergarten-Language Standards	
Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.4.B	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
L.K.4.C	This standard begins in Grade 1. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.K.5	With guidance and support from adults, explore word relationships and *nuances* in word meanings.
Teacher Notes	
L.K.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc**.** A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.K.5.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

Grade 1

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity
    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades K-5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies,science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 1-Reading Standards for Literature	
Key Ideas and Details	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	*Retell* stories, including key details, and demonstrate understanding of their central message or lesson.
Teacher Note	

RL.1.2
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize":
(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.
http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

RL.1.3	Describe characters, settings, and major events in a story, using key details.

Grade 1-Reading Standards for Literature	
Craft and Structure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., "soon the round moon was shining" from "Owl and the Moon" found in <u>Owl at Home</u> by Arnold Lobel.)
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.

Grade 1-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8	RL.1.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
Teacher Note	
RL.1.10 It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).	

Grade 1-Reading Standards for Informational	
Key Ideas and Details	
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and *retell* key details of a text.
Teacher Note	

RI.1.2
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize":
(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.
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Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

	Example of identifying the main idea of a text and identifying how key details support the main idea:
	A text about sharks can be found at the following link
	https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf
	The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.
	● "Sharks are actually a type of fish."
	● "Sharks have lots of teeth that are arranged in many rows rather than in just one row like people."
	● "One of the things particularly special about sharks is they have been around a long time."
	The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks. The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Grade 1-Reading Standards for Informational	
Craft and Structure	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Teacher Note	
RI.1.5 Text features should be presented in a systematic way within an aligned curriculum.	
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Grade 1-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
RI.1.10	With prompting and support, read informational texts appropriately complex for Grade 1.
Teacher Note	
RI.1.10 It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).	

Grade 1-Reading Standards: Foundational Skills	
Print Concepts	
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.1.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.1.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.

Grade 1-Reading Standards: Foundational Skills	
Phonological Awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.A	Distinguish long from short vowels in spoken one-syllable words.
RF.1.2.B	Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.
RF.1.2.C	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
RF.1.2.D	Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
Teacher Note	
RF.1.2.D Additional information is available in a document by Louisa Moats on the Reading Rockets website: http://www.readingrockets.org/article/development-phonological-skills	
RF.1.2.E	Delete a syllable from a word (e.g., say "remember," now say it without the "re").
RF.1.2.F	Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.
RF.1.2.G	Delete individual initial, and final, sounds (phonemes) in simple, spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).

Teacher Note
RF.1.2.G The teacher might assess students by asking them to delete individual words from a compound word. (e.g. "cupcake" - say it again, but without "cup" - child says "cake").

Grade 1-Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.A	Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)
RF.1.3.B	Know the letter/sound correspondences. ● silent e (e.g., a-e, e-e, i-e, o-e, u-e) ● vowel teams ○ vowel digraph (e.g., ee, oo, ai, ay, ea)
RF.1.3.C	Recognize and read *grade-appropriate* irregularly-spelled words.
Teacher Note	
RF.1.3.C "Grade-appropriate" is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.	
RF.1.3.D	Read words with inflectional endings.
Teacher Note	
RF.1.3.D Information on inflected endings may be found at the following link:	

http://www.corestandards.org/assets/Appendix_A.pdf#page=22	
RF.1.3.E	Decode regularly-spelled one-syllable words that follow syllable types. ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● Consonant-le ● vowel-controlled-r
Teacher Note	
RF.1.3.E Information on syllable types may be found at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=21	
RF.1.3.F	Decode two-syllable words following basic patterns by breaking the words into syllables. ● Compound words (e.g., cup/cake, cow/boy) ● Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) ● VC/CV (e.g., nap/kin, hap/py, stam/pede) ● V/CV (e.g., bo/nus)
Teacher Note	
RF.1.3.F Information on syllable patterns is found at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=21	

Grade 1-Reading Standards: Foundational Skills	
Fluency	
RF.1.4	Read grade-level text with sufficient accuracy and *fluency* to support comprehension.
Teacher Note	

RF.1.4
Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.

Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski,

	Timothy, p 15. http://files.eric.ed.gov/fulltext/ED483166.pdf).
RF.1.4.A	Read grade-level text with purpose and understanding.
Teacher Note	
	RF.1.4.A It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11). This research places emphasis on reading instruction and creates a sense of urgency that all children learn to read proficiently on grade level by the end of 3rd grade. The 2nd-3rd Grade Lexile band is 420L-820L; therefore, Kindergarten and Grade 1 must lay the foundation for success at this level. Students in Grade 1 should be reading in the Lexile range between 190L-530L. Districts choose the instructional materials for reading instruction. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same measures of texts over time for accurate comparability.
RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.C	This standard begins in Grade 2. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 1-Writing Standards	
Text Types and Purposes	
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.1.A	This standard begins in Grade 3. Introduce the topic and create an organizational structure when writing.
W.1.1.B	This standard begins in Grade 3. Provide reasons that support an opinion.
W.1.1.C	This standard begins in Grade 3. Use linking words and phrases to connect opinion and reasons.
W.1.1.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.1.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from an argument presented.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.1.2.B	This standard begins in Grade 3. Develop the topic with facts, definitions, and details.

W.1.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.1.2.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.1.2. E	This standard begins in Grade 6. Establish and maintain a formal style.
W.1.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
W.1.3	Write narratives in which they *recount* two or more appropriately sequenced events, include some details regarding what happened, use *temporal* words to signal event order, and provide some sense of closure.
Teacher Note	
W.1.3 Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).	
W.1.3.A	This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.1.3.B	This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.1.3.C	This standard begins in Grade 3. Use *temporal* words and phrases to signal event order.
W.1.3.D	This standard begins in Grade 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.1.3.E	This standard begins in Grade 3. Provide a conclusion that follows from the narrated experiences or events.

Grade 1-Writing Standards	
Production and Distribution of Writing	
W.1.4	This standard begins in Grade 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.
Teacher Note	
W.1.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.	

	Grade 1-Writing Standards
	Research to Build and Present Knowledge
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.9	This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.1.9.A	This standard begins in Grade 4. Apply Grade 4 Reading standards to literature. (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.1.9.B	This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

Grade 1-Writing Standards for First Grade	
Range of Writing	
W.1.10	Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 1-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.1.1	Participate in *collaborative conversations* with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Teacher Notes	
SL.1.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.1.A	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.B	Continue conversations by responding to the comments of others through multiple exchanges.
SL.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.D	This standard begins in Grade 3. Explain their own ideas and understanding in light of the discussion.
SL.1.2	Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Grade 1-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other *visual displays* to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Teacher Note	
SL.1.5 A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
SL.1.6	Produce complete sentences when appropriate to task and situations.
Teacher Note	
SL.1.6 See L.1.1 for specific language expectations for Grade 1 students when speaking and writing.	

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 1 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 1-Language Standards	
Conventions of Standard English	
L.1.1	Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 1 when writing or speaking.
Teacher Note	
L.1.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.1.1.A	Print all upper- and lowercase letters with proper letter formation.
L.1.1.B	Use common, proper, and singular possessive nouns (e.g., dog, Skippy, dog's or Skippy's).
L.1.1.C	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home. Today I walk home. Tomorrow I will walk home.). ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).

L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).
L.1.1.E	Use adjectives. ● Use determiners, noun markers, to add specificity (e.g., a book, the book).
L.1.1.F	Use conjunctions (e.g., and, but, or, so,).
L.1.1.G	Use prepositions (e.g., during, beyond, toward).
L.1.1.H	Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use appropriate spacing to separate words in a sentence.
L.1.1.I	This standard begins in Grade 4. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.1.1.J	Interrogatives (who, what, when, where, why, and how) are taught in Kindergarten and should be reinforced as needed.
L.1.1.K	Print all upper- and lowercase letters with proper letter formation.
L.1.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.
Teacher Note	
L.1.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer	

words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.1.2.A	Capitalize the first word in sentences, the pronoun I, dates, and names of people.
L.1.2.B	Use end punctuation for sentences.
L.1.2.C	Use commas in dates and to separate single words in a series.
L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.

Grade 1-Language Standards	
Knowledge of Language	
L.1.3	This standard begins in Grade 2. Use knowledge of language and its conventions.
L.1.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.1.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written *standard English.*

Grade 1-Language Standards	
Vocabulary Acquisition and Use	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.
L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Teacher Note	
L.1.4.C A chart with common discipline-specific roots may be found at the following link: http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf	
L.1.4.D	This standard begins in Grade 2. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and *nuances* in word meanings.

Teacher Note	
L.1.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Grade 2

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands— reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity
    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades K-5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies,science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 2-Reading Standards for Literature	
Key Ideas and Details	
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2	*Recount* stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Teacher Note	

RL.2.2
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize":
(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

RL.2.3	Describe how characters in a story respond to major events and challenges.

Grade 2-Reading Standards for Literature	
Craft and Structure	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Teacher Note	

RL.2.5
In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.

RL.2.6	Acknowledge differences in the *perspectives* of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Teacher Note	

RL.2.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(http://literary-devices.com/content/point-view).

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

Grade 2-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.8	RL.2.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Teacher Note	

RL.2.10
For information about how to enrich comprehension through read-alouds and independent reading, see
http://www.corestandards.org/assets/Appendix_A.pdf#page=27

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).

Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

A chart with text complexity quantitative measures by grade band may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 2-Reading Standards for Informational	
Key Ideas and Details	
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Teacher Note	
RI.2.2 Example of identifying the main idea of a text and identifying how key details support the main idea: A text about sharks can be found at the following link https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks. ● "Sharks are actually a type of fish." ● "Sharks have lots of teeth that are arranged in many rows rather than in just one row like people." ● "One of the things particularly special about sharks is they have been around a long time." The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks. The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.	
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Teacher Note
RI.2.3 Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward. Example of describing a sequence of events using language that pertains to time: World War II took place in the 1940's. Earlier in United States History, we engaged in the Civil War. More recently, our soldiers engaged in Operation Desert Storm. The use of the terms "earlier" and "more recently" show the relationship of these events in time; however, the events are not presented sequentially. Example of describing a sequence: When baking a cake, it is important to combine the ingredients in a particular order. The following is one example of a sequence for combining the ingredients of a cake. First mix the dry ingredients together. Then mix the wet ingredients together in a separate container. Finally, add the dry ingredients gradually to the wet ingredients, mixing constantly to make a smooth batter. A list of time and sequencing words may be found at (https://lincs.ed.gov/readingprofiles/Signal_Words.pdf). Examples describing cause and effect: Cause and effect relationships can be viewed from cause to effect or from effect to cause. The effect of lumpy cake batter can caused by improperly mixing wet and dry ingredients. Engaging in a war or conflict can result in many effects such as lost lives, strained financial resources within the government, and increased financial resources within the defense industry. The effect of fatigue could result from one or more causes such as lack of sleep, improper diet, medication, and physical exertion.

Grade 2-Reading Standards for Informational	
Craft and Structure	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Teacher Note	
RI.2.5 Text features should be presented in a systematic way within an aligned curriculum.	
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Teacher Note	
RI.2.6 Although the words perspective and point of view are not in this standard, they are implied in the author's intention to answer, explain, or describe. Addressing point of view and perspective will help students develop an understanding of the author's purpose. It is important to clarify the terms "point of view" and "perspective" for students. Point of view is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns	

(http://literary-devices.com/content/point-view).

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective).

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Grade 2-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how an author uses reasons to support particular points in a text.
Teacher Note	
RI.2.8 A reason is a basis or cause, as for some belief, action, fact, event; reasons answer the question why--Why is this important? Why should this be supported? Why is this a good idea? Example: Why we should drink milk? Reason 1: It builds strong bones. Fact: Milk contains calcium and the body uses calcium to build and repair bones. Reason 2: Milk promotes muscle growth. Fact: Milk contains protein which is a building block for muscle development. Why should we recycle? Reason 1: Recycling saves natural resources. Fact: Recycling paper reduces the number of trees that must be cut to meet the current paper demand. Reason 2: Recycling protects the environment. Fact: Recycling plastic keeps it out of the landfills, oceans, and streams, reducing pollution and the number of fish that would likely ingest the plastic.	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Teacher Note	

RI.2.10
For information about how to enrich comprehension through read-alouds and independent reading, see
http://www.corestandards.org/assets/Appendix_A.pdf#page=27

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).

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Grade 2-Reading Standards: Foundational Skills	
Print Concepts	
RF.2.1	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.2.1.A	Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.2.1.B	This standard is taught in kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.2.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.2.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.

Grade 2-Reading Standards: Foundational Skills	
Phonological Awareness	
RF.2.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.2.2.A	Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.2.2.B	Delete phonemes in the initial, medial, and final positions of spoken words including blends.
Teacher Note	
RF.2.2.B Examples of phoneme deletion can be found at http://www.corestandards.org/assets/Appendix_A.pdf#page=20	
RF.2.2.C	This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
RF.2.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.2.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say "remember," now say it without the "re").
RF.2.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.
RF.2.2.G	This standard is taught in Grade 1, and should be reinforced as needed. Delete individual initial, and final, sounds (phonemes) in simple, spoken

	words (e.g., say "nice" without the /n/, say "lamp" without the /p/).

Grade 2-Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3.A	Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).
RF.2.3.B	Know the letter/sound correspondences, including distinguishing long and short vowel sounds. ● diphthongs (e.g., oi, oy, ou, ow) ● r-controlled vowels (e.g., er, ir, ur, ar, or) ● additional common vowel teams (e.g., ei, ie, igh) ● regularly-spelled one-syllable words
RF.2.3.C	Recognize and read *grade-appropriate* irregularly-spelled words.
Teacher Note	
RF.2.3.C "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 2 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.	
RF.2.3.D	Decode words with common prefixes and suffixes.

Teacher Note

RF.2.3.D A chart of prefixes and suffixes may be found at http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf

RF.2.3.E	Decode words that follow the six syllable types.
	    ● closed syllable
	    ● open syllable
	    ● vowel-consonant-e
	    ● vowel teams
	    ● r-controlled
	    ● consonant-le

Teacher Note

RF.2.3.E Information on the syllable types may be found at http://www.corestandards.org/assets/Appendix_A.pdf#page=21

RF.2.3.F	Decode regularly-spelled two-syllable words with long vowels.

Teacher Note

RF.2.3.F
Decode regularly-spelled two-syllable words using syllable types
    ● vc/cv (e.g., can/teen, ad/here)
    ● v/ccv (e.g., a/pron)
    ● v/cv (e.g., hu/mid)
    ● vc/v (e.g., rap/id, riv/er, dec/ade
    ● v/v (e.g., cre/ate)

Grade 2-Reading Standards: Foundational Skills
Fluency

RF.2.4	Read grade-level text with sufficient accuracy and *fluency* to support comprehension.

Teacher Note

RF.2.4
Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.

Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski, Timothy, p 15. http://files.eric.ed.gov/fulltext/ED483166.pdf).

RF.2.4.A	Read grade-level text with purpose and understanding.
RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4.C	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

    10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 2-Writing Standards	
Text Types and Purposes	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Teacher Note	
W.2.1 See http://www.corestandards.org/assets/Appendix_A.pdf#page=23 for more explanation concerning text types.	
W.2.1.A	This standard begins in Grade 3. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.2.1.B	This standard begins in Grade 3. Provide reasons that support the opinion
W.2.1.C	This standard begins in Grade 3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.2.1.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.2.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from an argument presented.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Teacher Note	
W.2.2 See http://www.corestandards.org/assets/Appendix_A.pdf#page=23 for more explanation concerning text types.	
W.2.2.A	This standard begins in Grade 3. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.2.2.B	This standard begins in Grade 3. Develop the topic with facts, definitions, and details.
W.2.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.2.2.D	This standard begins in Grade 3. Provide a concluding statement or section.
W.2.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.2.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
W.2.3	Write narratives in which they *recount* a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use *temporal* words to signal event order, and provide a sense of closure.
Teacher Note	
W.2.3 The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/	

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

See http://www.corestandards.org/assets/Appendix_A.pdf#page=23 for more explanation concerning text types.

Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).

W.2.3.A	This standard begins in Grade 3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.2.3.B	This standard begins in Grade 3. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations begins in Grade 3.
W.2.3.C	This standard begins in Grade 3. Use *temporal* words and phrases to signal event order.
W.2.3.D	This standard begins in Grade 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.2.3.E	This standard begins at Grade 3. Provide a conclusion that follows from the narrated experiences or events.

Grade 2-Writing Standards	
Production and Distribution of Writing	
W.2.4	This standard begins at Grade 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.
Teacher Note	
W.2.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.	

Grade 2-Writing Standards	
Research to Build and Present Knowledge	
W.2.7	Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.2.9.A	This standard begins in Grade 4. Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.2.9.B	This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

Grade 2-Writing Standards
Range of Writing

W.2.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 2-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.2.1	Participate in *collaborative conversations* with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.
Teacher Notes	
SL.2.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.2.1.A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.B	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.1.D	This standard begins in Grade 3. Explain their own ideas and understanding in light of the discussion.
SL.2.2	*Recount* or describe key ideas or details from a text read aloud, information presented orally, or through other media.

Teacher Note
SL.2.2 The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/   Retell vs. Recount "Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/ In this standard, other media includes any other source of information presented orally (e.g., podcasts, audiobooks, videos). For the purpose of this Speaking and Listening Standard, the focus is on information that is presented orally; however, the general definition of media that is provided here is much broader. Media is any format in which information is communicated. Examples: book, magazine, newspaper, e-book, e-magazine, e-newspaper, video, streaming video, television, movie, audiobook, radio, cd, dvd, smartphone app, internet, cartoon, photograph, painting, etc.

SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 2-Speaking and Listening Standards
Presentation of Knowledge and Ideas

SL.2.4	Tell a story or *recount* an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Teacher Note

SL.2.4
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
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SL.2.5	Create audio recordings of stories or poems; add drawings or other *visual displays* to stories or *recounts* of experiences when appropriate to clarify ideas, thoughts, and feelings.

Teacher Note

SL.2.5
A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and

pyramid area graphs).	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Teacher Note
SL.2.6 See L.2.1 and L.2.3 for specific language expectations for Grade 2 students when speaking and writing.

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 2 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 2-Language Standards	
Conventions of Standard English	
L.2.1	Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 2 when writing or speaking.
Teacher Note	
L.2.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.3.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.2.1.A	This standard begins in Grade. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).
L.2.1.C	Form and use regular and irregular verbs.

L.2.1.D	Use reflexive pronouns (e.g., myself, ourselves).
L.2.1.E	Use adjectives and adverbs and choose between them depending on what is modified. ● Use determiners, noun markers, to add specificity (e.g., a, an, the, many, few, each, every, this, that, these, those).
L.2.1.F	Use conjunctions to form compound subjects and predicates.
L.2.1.G	Use prepositions correctly.
L.2.1.H	Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie. The little boy watched the movie in the afternoon. In the afternoon, the little boy watched the movie.).
L.2.1.I	This standard begins in Grade 4. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.2.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.2.1.K	Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive upper- and lowercase letters.
L.2.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.
Teacher Note	
L.2.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)	

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.2.2.A	Capitalize holidays, product names, and geographic names.
L.2.2.B	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2.C	Use commas in greetings and closings of letters.
L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage, badge, boy, boil). ● Reference spelling patterns chart to clarify types of spelling patterns. ● Consult reference materials, including beginning dictionaries as needed to check and correct spellings.
Teacher Note	
L.2.2.D It would be helpful for teachers and students to co-create a chart of spelling patterns during instruction.	

Grade 2-Language Standards	
Knowledge of Language	
L.2.3	Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.
L.2.3.A	This standard begins in Grade 3. Choose words and phrases for effect.
L.2.3.B	This standard begins in Grade 3. Recognize and observe differences between the conventions of spoken and written *standard English*.

Grade 2-Language Standards	
Vocabulary Acquisition and Use	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/*retell*).
L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
Teacher Note	
L.2.4.C A chart with common discipline-specific roots may be found at the following link: http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf	
L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.5	Demonstrate understanding of word relationships and *nuances* in word meanings.
Teacher Note	
L.2.5	

	Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).
L.2.5.A	Sort words into categories based on multiple attributes (e.g. A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.
L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.2.5.C	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade 3

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity
    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades K-5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies,science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 3-Reading Standards for Literature	
Key Ideas and Details	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	*Recount* stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Teacher Note	

RL.3.2
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

| **RL.3.3** | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

Grade 3-Reading Standards for Literature	
Craft and Structure	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Teacher Note	
RL.3.4 Nonliteral phrases are not just idioms but also include figurative language such as personification, hyperbole, simile, and metaphor. The types of figurative language should be appropriate for the grade level and aligned across grades within a building and the district. See related standard L.3.5.A.	
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Teacher Note	
RL.3.5 In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.	
RL.3.6	Distinguish their own *perspective* from that of the narrator or those of the characters, also distinguish the difference between first- and third-person *point-of-view* narrations.
Teacher Note	
RL.3.6 It is important to clarify the terms "point of view" and "perspective" for students.	

Point of view is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view).

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

A pair of texts that provide an example of first- and third-person narration is "The Three Little Pigs" and "The True Story of the Three Little Pigs" by Jon Scieszka. (The True Story of the Three Little Pigs is from the perspective of the wolf.)

Grade 3-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	RL.3.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.3.9	Compare and contrast the *themes,* settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Teacher Note	

RL.3.10
For information about how to enrich comprehension through read-alouds and independent reading, see
http://www.corestandards.org/assets/Appendix_A.pdf#page=27

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).

Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation
A detailed explanation of the three dimensions of text complexity may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

A chart with text complexity quantitative measures by grade band may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 3-Reading Standards for Informational	
Key Ideas and Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; *recount* the key details and explain how they support the main idea.
Teacher Note	

RI.3.2
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

Example of identifying the main idea of a text and identifying how key details support the main idea:

A text about sharks can be found at the following link
https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf
The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.
- "Sharks are actually a type of fish."
- "Sharks have lots of teeth that are arranged in many rows rather than in just one row like people."
- "One of the things particularly special about sharks is they have been around a long time."

The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks. The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.

RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Teacher Note

RI.3.3
Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward.
Example of describing a sequence of events using language that pertains to time:
World War II took place in the 1940's. Earlier in United States History, we engaged in the Civil War. More recently, our soldiers engaged in Operation Desert Storm. The use of the terms "earlier" and "more recently" show the relationship of these events in time; however, the events are not presented sequentially.

Example of describing a sequence:
When baking a cake, it is important to combine the ingredients in a particular order. The following is one example of a sequence for combining the ingredients of a cake. First mix the dry ingredients together. Then mix the wet ingredients together in a separate container. Finally, add the dry ingredients gradually to the wet ingredients, mixing constantly to make a smooth batter.

A list of time and sequencing words may be found at (https://lincs.ed.gov/readingprofiles/Signal_Words.pdf).

Examples describing cause and effect:

Cause and effect relationships can be viewed from cause to effect or from effect to cause.

The effect of lumpy cake batter can caused by improperly mixing wet and dry ingredients.

Engaging in a war or conflict can result in many effects such as lost lives, strained financial resources within the government, and increased financial resources within the defense industry.

The effect of fatigue could result from one or more causes such as lack of sleep, improper diet, medication, and physical exertion.

Grade 3-Reading Standards for Informational	
Craft and Structure	
RI.3.4	Determine the meaning of *general academic* and *domain-specific* words and phrases in a text relevant to a Grade 3 topic or subject area.
Teacher Note	
RI.3.4 These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)	
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Teacher Note	
RI.3.5 Text features should be presented in a systematic way within an aligned curriculum.	
RI.3.6	Distinguish their own *perspective* from that of the author of a text.

Teacher Note
RI.3.6 It is important to clarify the terms "point of view" and "perspective" for students. Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view). Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective). In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

Grade 3-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Teacher Note	
RI.3.8 Students could look for words that signal cause/effect or sequence in texts they are studying. Students can improve their reading comprehension of informational texts, by combining their knowledge of the signal words with their knowledge of text structures such as comparison, cause/effect, first/second/third in a sequence. They can predict the type of information that will come next because they are able to identify the logical connection between sentences and paragraphs in a text. Some examples of signal words and associated text structures may be found at (https://lincs.ed.gov/readingprofiles/Signal_Words.pdf) and (https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf).	
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Teacher Note
RI.3.10 For information about how to enrich comprehension through read-alouds and independent reading, see http://www.corestandards.org/assets/Appendix_A.pdf#page=27 It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11). Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

	Grade 3-Reading Standards: Foundational Skills
	Phonics and Word Recognition
RF.3.1	This standard is taught in Grades K-1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.3.1.A	This standard is taught in Grade 2 and should be reinforced as needed. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.3.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.3.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.3.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.
RF.3.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.3.2.A	This standard is taught in Grade 2 and should be reinforced as needed. Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.3.2.B	This standard is taught in Grade 2 and should be reinforced as needed. Delete phonemes in the initial, medial, and final positions of spoken words including blends.

RF.3.2.C	This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.3.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segmenting spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.3.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say "remember," now say it without the "re").
RF.3.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
RF.3.2.G	This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Teacher Note	
RF.3.3 Each district will select or develop a phonics program for students that is explicit and systematic. According to "Put Reading First," from the National Institute for Literacy, "Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction."	
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
Teacher Note	
RF.3.3.A A suffix is a group of letters placed at the end of a word to make a new word. A suffix can make a new word in one of	

two ways: (https://www.englishclub.com/vocabulary/suffixes.htm)

inflectional (grammatical): for example, changing singular to plural (dog → dogs), or changing present tense to past tense (walk → walked). In this case, the basic meaning of the word does not change.

derivational (the new word has a new meaning, "derived" from the original word): for example, teach → teacher or care → careful

An explanation and examples of derivational suffixes can be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=22)

A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf).

RF.3.3.B	Decode words with common Latin suffixes.
Teacher Note	
RF.3.3.B Changed to align to the Kindergarten language standards.	
RF.3.3.C	Decode multi-syllable words.
RF.3.3.D	Read *grade-appropriate* irregularly-spelled words.
Teacher Note	

RF.3.3.D
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 3 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing

	a rigorous grade-appropriate curriculum. Irregular words - "[Words that] cannot be decoded by sounding out" : [permanently irregular words have] one or more sound/spellings in the word that are unique to that word or a few words and therefore are never introduced; [temporarily irregular words have] one or more sound/spellings in the word that have not yet been introduced" (Honig, Diamond, and Gutlohn 243). Not all words found on sight word and high-frequency word lists are irregular.
R.3.3.E	This standard is taught in Grade 2 and should be reinforced as needed. Decode words that follow the six syllable types. ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled ● consonant-le
R.3.3.F	This standard is taught in Grade 2 and should be reinforced as needed. Decode regularly-spelled two-syllable words with long vowels.

Grade 3-Reading Standards: Foundational Skills
Fluency

RF.3.4	Read grade-level text with sufficient accuracy and *fluency* to support comprehension.

Teacher Note

RF.3.4
Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.

Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski,

Timothy, p 15. http://files.eric.ed.gov/fulltext/ED483166.pdf).	
RF.3.4.A	Read grade-level text with purpose and understanding.
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.C	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 3-Writing Standards	
Text Types and Purposes	
W.3.1	Write opinion pieces on topics or texts, supporting the opinion with reasons.
Teacher Note	
W.3.1 An opinion is a view, judgment, or appraisal formed in the mind about a particular matter; belief stronger than impression and less strong than positive knowledge (http://www.merriam-webster.com/dictionary/opinion) Note the learning progression: opinion writing is the foundation and and precursor for persuasive writing; persuasive writing, based almost entirely on emotion and credibility, is a precursor to logically based argumentative writing.	
W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.B	Provide reasons that support the opinion.
W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.D	Provide a concluding statement or section.
W.3.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from the argument presented.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.A	Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.3.2.B	Develop the topic with facts, definitions, and details.
W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.D	Provide a concluding statement or section.
W.3.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.3.2.F	This standard begins in Grade 4. Provide a concluding statement or section related to the information or explanation presented.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.B	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Teacher Note	
W.3.3.B Common narrative techniques relevant to style, or the language chosen to tell a story, include metaphors, similes, personification, imagery, hyperbole, and alliteration. Common techniques relevant to plot, which is the sequence of events that make up a narrative, include backstory, flashback, flash-forward, and foreshadowing. Common techniques relevant to narrative perspective, or who is telling the story, include first person, second person, third person, and third-person omniscient.	

W.3.3.C	Use *temporal* words and phrases to signal event order.
Teacher Note	
W.3.3.C Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).	
W.3.3.D	This standard begins in Grade 4 Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.3.3.E	Provide a conclusion that follows from the narrated experiences or events.

Grade 3-Writing Standards	
Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Teacher Note	
W.3.4 See W.3.1, W.3.2, and W.3.3 for specific language expectations for Grade 3 students when writing.	
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Teacher Note	
W.3.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.	
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Grade 3-Writing Standards	
Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources. ● Take brief notes on sources. ● Sort evidence into provided categories.
W.3.9	This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.3.9.A	This standard begins in Grade 4. Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.3.9.B	This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

Grade 3-Writing Standards
Range of Writing
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 3-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.3.1	Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Teacher Notes	
SL.3.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.3.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1.B	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).
SL.3.3	Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.

Grade 3-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.3.4	Report on a topic or text, tell a story, or *recount* an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Teacher Note	

SL.3.4
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize":
(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.
http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add *visual displays* when appropriate to emphasize or enhance certain facts or details.
Teacher Note	

SL.3.5
A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).

SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Teacher Note	
SL.3.6 See L.3.1 and L.3.3 for specific expectations for Grade 3 students when speaking and writing.	

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 3 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

	Grade 3-Language Standards
	Conventions of Standard English
L.3.1	Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 3 when writing or speaking.
	Teacher Note
	L.3.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.
L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
L.3.1.B	Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).
L.3.1.C	Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs.

L.3.1.D	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.E	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.F	Use coordinating conjunctions appropriately.
L.3.1.G	Explain the function of prepositions.
L.3.1.H	Demonstrate command of simple sentences and produce compound sentences.
L.3.1.I	This standard begins in Grade 4. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.3.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.3.1.K	Form all upper- and lowercase letters to write words legibly in cursive.
L.3.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.
Teacher Note	

L.3.2
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter

words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.3.2.A	Capitalize appropriate words in titles.
L.3.2.B	Form and use possessives with and without apostrophes, as appropriate (e.g., girl's, boy's, her, his, their, its, students').
L.3.2.C	Use commas according to the conventions of *standard English*. ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue.

Teacher Note

L.3.2.C
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

| L.3.2.D | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable |

	patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Teacher Note

L.3.2.D

Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grade 3-Language Standards
Knowledge of Language

L.3.3	Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.
L.3.3.A	Choose words and phrases for effect.
L.3.3.B	Recognize and observe differences between the conventions of spoken and written *standard English.*

Teacher Note
L.3.3.B Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.

Grade 3-Language Standards	
Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
Teacher Note	
L.3.4 Jeff Anderson's text *Mechanically Inclined* is a resource for language standards that is recommended by the English Language Arts Revision Committee.	
L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
Teacher Note	
L.3.4.B A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf**).**	
L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Teacher Note	
L.3.4.C A chart with common discipline-specific roots may be found at the following link: http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf	
L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of figurative language, word relationships and *nuances* in word meanings, as appropriate for the grade level.
Teacher Note	
L.3.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Teacher Note	
L.3.5.A Nonliteral language could include idioms, but may also include figurative language such as hyperbole, simile, metaphor, and personification, which should be taught as appropriate for the grade level. See related standard RL.3.4.	
L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

	Teacher Note

L.3.5.B
One way to provide students with real-life connections between words and their use is through video. The teacher might show a video clip of a person walking across the street that could be described as ambling. The teacher might show another clip that shows a person striding across the street. The teacher could ask students to discuss the difference in the two words and what the word choice makes them think about the people who are walking in those particular ways.

L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.3.6	Acquire and use accurately *grade-appropriate* conversational, *general academic,* and *domain-specific* words and phrases, including those that signal spatial and *temporal* relationships (e.g., After dinner that night we went looking for them).

	Teacher Note

L.3.6
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 2-3 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 3 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade

route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

Spatial means of or relating to space (e.g., beside, nearby, adjacent to, left, right, above, below, between).

Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).

Grade 4

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades K-5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies,science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 4-Reading Standards for Literature	
Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Examine a *grade-appropriate* literary text. ● Provide a *summary*. ● Determine a *theme* of a story, drama, or poem from details in the text.
Teacher Note	

RL.4.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, **recount** may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told

from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text.
http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 4-Reading Standards for Literature	
Craft and Structure	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative language.
RL.4.5	Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.
RL.4.6	Compare and contrast the *point of view* from which different stories are narrated, including the difference between first- and third-person narrations.
Teacher Note	

RL.4.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality
(http://dictionary.cambridge.org/us/dictionary/english/perspective).

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that

depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 4-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.4.7	Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.
RL.4.8	RL.4.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.4.9	Compare and contrast the treatment of similar *themes* and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.
Teacher Note	
RL.4.9 Although not specifically mentioned, mythology falls under "traditional literature," and can be taught if the teacher chooses.	

Range of Reading and Level of Text Complexity

RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Teacher Note

RL.4.10
For information about how to enrich comprehension through read-alouds and independent reading, see
http://www.corestandards.org/assets/Appendix_A.pdf#page=27
It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).

Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation
A detailed explanation of the three dimensions of text complexity may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

A chart with text complexity quantitative measures by grade band may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 4-Reading Standards for Informational
Key Ideas and Details

RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Examine a *grade-appropriate* informational text. ● Provide a *summary.* ● Determine the main idea of a text and explain how it is supported by key details.

Teacher Note

RI.4.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in

stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

Example of identifying the main idea of a text and identifying how key details support the main idea:
A text about sharks can be found at the following link
https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf
The main idea of the text is that sharks have unique characteristics. The first sentence in each paragraph provides a key detail about sharks.
- "Sharks are actually a type of fish."
- "Sharks have lots of teeth that are arranged in many rows rather than in just one row like people."
- "One of the things particularly special about sharks is they have been around a long time."

The standard asks students to look at a whole text and identify the main idea of the text and key details about sharks. The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.

RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Grade 4-Reading Standards for Informational
Craft and Structure

RI.4.4	Determine the meaning of *general academic* and *domain-specific* words or phrases in a text relevant to a Grade 4 topic or subject area.

Teacher Note

RI.4.4
These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Teacher Note

RI.4.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader

access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view).

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

Grade 4-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity	
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Teacher Note	

RI.4.10
For information about how to enrich comprehension through read-alouds and independent reading, see
http://www.corestandards.org/assets/Appendix_A.pdf#page=27

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).

Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation
A detailed explanation of the three dimensions of text complexity may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

A chart with text complexity quantitative measures by grade band may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 4-Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.4.1	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.4.1.A	This standard is taught in Grade 2 and should be reinforced as needed. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.4.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.4.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.4.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.
RF.4.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.4.2.A	This standard is taught in Grade 2 and should be reinforced as needed. Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.4.2.B	This standard is taught in Grade 2 and should be reinforced as needed. Delete phonemes in the initial, medial, and final positions of spoken words including blends.
RF.4.2.C	This standard is taught in Grade 1 and should be reinforced as needed.

	Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.4.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.4.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say "remember," now say it without the "re").
RF.4.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
RF.4.2.G	This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Teacher Note	
RF.4.3.A A chart of prefixes and suffixes may be found at http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf	
RF.4.3.B	This standard is taught in Grade 3 and should be reinforced as needed. Decode words with common Latin suffixes.
RF.4.3.C	This standard is taught in Grade 3 and should be reinforced as needed. Decode multi-syllable words.

RF.4.3.D	This standard is taught in Grade 3 and should be reinforced as needed. Read *grade-appropriate* irregularly-spelled words.
RF.4.3.E	This standard is taught in Grade 2 and should be reinforced as needed. Decode words that follow the six syllable types. ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled ● consonant-le
RF.4.3.F	This standard is taught in Grade 2 and should be reinforced as needed. Decode regularly-spelled two-syllable words with long vowels

Grade 4-Reading Standards: Foundational Skills
Fluency
RF.4.4   Read grade-level text with sufficient accuracy and *fluency* to support comprehension.
Teacher Note

RF.4.4

Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.

Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski, Timothy, p 15. http://files.eric.ed.gov/fulltext/ED483166.pdf).

RF.4.4.A	Read grade-level text with purpose and understanding.
RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4.C	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 4-Writing Standards	
Text Types and Purposes	
W.4.1	Write opinion pieces on topics or texts, supporting the opinion with reasons and information.
W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1.B	Provide reasons that are supported by facts and details.
W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.1.D	Provide a concluding statement or section related to the opinion presented.
W.4.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from the argument presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and *multimedia* when useful to aiding comprehension.
Teacher Note	
W.4.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text,	

	graphics, animation (including interactive elements), audio, video.
W.4.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.C	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2.D	Use *precise language* and *domain-specific* vocabulary to inform about or explain the topic.
**Teacher Note**
W.4.2.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion. These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)
W.4.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.4.2.F	Provide a concluding statement or section related to the information or explanation presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an

	event sequence that unfolds naturally.
W.4.3.B	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.

Grade 4-Writing Standards	
Production and Distribution of Writing	
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Teacher Note	
W.4.4 Grade-specific expectations for writing types are defined in standards W.4.1, W.4.2, and W.4.3.	
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Teacher Note	
W.4.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.	
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.

Grade 4-Writing Standards	
Research to Build and Present Knowledge	
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources. ● Take notes and categorize information. ● Provide a list of sources.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9.A	Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9.B	Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

Grade 4-Writing Standards
Range of Writing
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 4-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.4.1	Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Teacher Notes	
SL.4.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.4.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Grade 4-Speaking and Listening Standards
Presentation of Knowledge and Ideas

SL.4.4	Report on a topic or text, tell a story, or *recount* an experience to support main ideas or *themes*. ● Organize ideas logically. ● Use appropriate facts. ● Use relevant, descriptive details. ● Speak clearly at an understandable pace.
Teacher Note	
SL.4.4 The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/ Retell vs. Recount "Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/ Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (http://literarydevices.net/theme/).	
SL.4.5	Add audio recordings and *visual displays* to presentations when appropriate to enhance the development of main ideas or *themes*.

Teacher Note	
SL.4.5 A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
SL.4.6	Use *standard English* when speaking, differentiating between contexts that call for *formal English* and situations where informal discourse is appropriate.
Teacher Note	
SL.4.6 See L.4.1 and L.4.3 for specific expectations for Grade 4 students when speaking and writing. Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.	

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

Grade 4-Language Standards	
Conventions of Standard English	
L.4.1	Demonstrate command of the conventions of *standard English* grammar and usage as appropriate for Grade 4 when writing or speaking.
Teacher Note	
L.4.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.4.1.A	This standard is taught at Grade 3 and should be reinforced as needed. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences..
L.4.1.B	This standard is taught at Grade 3 and should be reinforced as needed. Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).

L.4.1.C	Form and use the progressive verb tenses. (e.g., I was walking; I am walking; I will be walking).
L.4.1.D	This standard is taught at Grade 3 and should be reinforced as needed. Ensure subject-verb and pronoun-antecedent agreement.
L.4.1.E	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.1.F	Explain the function of conjunctions and interjections in general and their function in particular sentences.
L.4.1.G	Form and use prepositional phrases.
L.4.1.H	Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. ● Use independent clauses and coordinating conjunctions when writing a compound sentence.
L.4.1.I	Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
Teacher Note	
L.4.1.I An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense. In English, the most common modal auxiliaries are can, could, may, might, must, ought, shall, should, will, and would. Also called modal. (http://www.thefreedictionary.com/modal+auxiliary)	
L.4.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.4.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.

L.4.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.

Teacher Note

L.4.2
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.4.2.A	Use correct capitalization.
L.4.2.B	Use correct spelling of plurals and possessives in writing.
L.4.2.C	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.D	Spell *grade-appropriate* words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).

Teacher Note
L.4.2.D "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum. Systematic instruction in spelling is important because spelling impacts comprehension of text. One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text: "Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998). "Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194). Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction. In addition, Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling. These suggested resources are offered to support districts but are not mandated.

Grade 4-Language Standards	
Knowledge of Language	
L.4.3	Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.
L.4.3.A	Choose words and phrases to convey ideas precisely. ● Choose punctuation for effect.
L.4.3.B	Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, form).

Grade 4-Language Standards	
Vocabulary Acquisition and Use	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of a word or phrase.
L.4.4.B	Use common, *grade-appropriate* Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Teacher Note	
L.4.4.B A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf**).**	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of a word or phrase.
L.4.4.B	Use common, *grade-appropriate* Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
Teacher Note	
L.4.4.B "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should	

also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf).

L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.4.D	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.5	Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for grade level.

<div align="center">Teacher Note</div>

L.4.5
Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.4.5.B	Recognize and explain the meaning of common idioms and proverbs.
L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.4.6	Acquire and use accurately *grade-appropriate general academic* and *domain-specific* words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).

Teacher Note

L.4.6
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 4 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

Grade 5

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades K-5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies,science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 5-Reading Standards for Literature	
Key Ideas and Details	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2	Examine a *grade-appropriate* literary text.
	   ● Provide a *summary.*
	   ● Determine a *theme* of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenge including how the speaker in a poem reflects upon a topic.

Teacher Note	

RL.5.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics development and spelling development. Texts should be strategically selected for phonics, word study, and grammar as well as content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told

from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

"Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly" (http://literarydevices.net/theme/).

RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Grade 5-Reading Standards for Literature	
Craft and Structure	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Teacher Note	

RL.5.5
In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.

RL.5.6	Describe how a narrator's or speaker's *point of view* and/or *perspective* influence how events are described.
Teacher Note	

RL.5.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not

figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality
(http://literary-devices.com/content/point-view)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 5-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.5.7	Analyze how *multimedia* elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, *tone*, or beauty of that text (e.g., graphic novel, *multimedia* presentation of fiction, folktale, myth, poem).
Teacher Note	
RL.5.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video. This standard is the introduction to the concept of tone. The foundation of understanding is built through analyzing the visual and auditory elements as they contribute to the text. Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
RL.5.8	RL.K.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar *themes* and topics.
Range of Reading and Level of Text Complexity	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.

Teacher Note
RL.5.10 For information about how to enrich comprehension through read-alouds and independent reading, see http://www.corestandards.org/assets/Appendix_A.pdf#page=27 It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11). Since districts use a variety of materials that have different quantitative descriptors, the Reading Level Correlation A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 5-Reading Standards for Informational	
Key Ideas and Details	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Examine a *grade-appropriate* informational text. ● Provide a *summary.* ● Determine the main idea of a text and explain how it is supported by key details.
Teacher Note	

RI.5.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told

from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking(2006) Kissner (p. 8).

Although a text may have several important ideas, it can have only one main idea.

| RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |

Grade 5-Reading Standards for Informational
Craft and Structure

RI.5.4	Determine the meaning of *general academic* vocabulary and *domain-specific* words and phrases in a text relevant to a Grade 5 topic or subject area.

Teacher Note

RI.5.4
These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the *point of view* and/or *perspective* they represent.

Teacher Note

RI.5.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person,

wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality
(http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 5-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.
Teacher Note	

RI.5.10
For information about how to enrich comprehension through read-alouds and independent reading, see
http://www.corestandards.org/assets/Appendix_A.pdf#page=27

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers" (http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11).

A detailed explanation of the three dimensions of text complexity may be found at the following link:
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A chart with text complexity quantitative measures by grade band may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 5-Reading Standards: Foundational Skills	
Phonics and Word Recognition	
RF.5.1	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of the organization and basic features of print.
RF.5.1.A	This standard is taught in Grade 2 and should be reinforced as needed. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
RF.5.1.B	This standard is taught in Kindergarten and should be reinforced as needed. Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.
RF.5.1.C	This standard is taught in Kindergarten and should be reinforced as needed. Understand that words are separated by spaces in print.
RF.5.1.D	This standard is taught in Kindergarten and should be reinforced as needed. Recognize and name all upper- and lowercase letters of the alphabet.
RF.5.2	This standard is taught in Grade 1 and should be reinforced as needed. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.5.2.A	This standard is taught in Grade 2 and should be reinforced as needed. Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.5.2.B	This standard is taught in Grade 2 and should be reinforced as needed. Delete phonemes in the initial, medial, and final positions of spoken words including blends.

RF.5.2.C	This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.5.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.5.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.5.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
RF.5.2.G	This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
**Teacher Note**
RF.5.3.A A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf**).**
RF.5.3.B	This standard is taught in Grade 3 and should be reinforced as needed. Decode words with common Latin suffixes.
RF.5.3.C	This standard is taught in Grade 3 and should be reinforced as needed. Decode multi-syllable words.

RF.5.3.D	This standard is taught in Grade 3 and should be reinforced as needed. Read *grade-appropriate* irregularly-spelled words.
RF.5.3.E	This standard is taught in grade 2 and should be reinforced as needed. Decode words that follow the six syllable types. ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled ● consonant-le
RF.5.3.F	This standard is taught in Grade 2 and should be reinforced as needed. Decode regularly-spelled two-syllable words with long vowels.

Grade 5-Reading Standards: Foundational Skills

Fluency

RF.5.4	Read grade-level text with sufficient accuracy and *fluency* to support comprehension.

Teacher Note

RF.5.4
Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.

Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides extensive guidance, including rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

"Reading rate appears to reflect students' ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students' reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students' growth in reading and require instructional intervention" (Rasinski,

Timothy, p 15. http://files.eric.ed.gov/fulltext/ED483166.pdf).	
RF.5.4.A	Read grade-level text with purpose and understanding.
RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.C	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

    10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 5-Writing Standards	
Text Types and Purposes	
W.5.1	Write opinion pieces on topics or texts, supporting the opinion with reasons and information.
W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.B	Provide logically ordered reasons that are supported by facts and details.
W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.1.D	Provide a concluding statement or section related to the opinion presented.
W.5.1.E	This standard begins in Grade 6. Provide a concluding statement or section that follows from the argument presented.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2.A	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.
Teacher Note	
W.5.2.A Text features should be presented in a systematic way within an aligned curriculum.	

W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.C	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
W.5.2.D	Use *precise language* and *domain-specific* vocabulary to inform about or explain the topic.

Teacher Note

W.5.2.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion. These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

W.5.2.E	This standard begins in Grade 6. Establish and maintain a formal style.
W.5.2.F	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.

Grade 5-Writing Standards	
Production and Distribution of Writing	
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Teacher Note	
W.5.4 Grade-specific expectations for writing types are defined in standards W.5.1, W.5.2, and W.5.3.	
W.5.5	Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.
Teacher Note	
W.5.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.	
W.5.6	Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.

Grade 5-Writing Standards

Research to Build and Present Knowledge

W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources. ● *Summarize* or paraphrase information in notes and finished work. ● Provide a list of sources.

Teacher Note

W.5.8
The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9.A	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
W.5.9.B	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").

Grade 5-Writing Standards
Range of Writing
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing

knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 5-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.5.1	Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Teacher Notes	
SL.5.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.5.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	*Summarize* information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).

Teacher Note
SL.5.2 The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/ Retell vs. Recount "Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/ Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking(2006) Kissner (p. 8).

SL.5.3	*Summarize* the points a speaker makes and explain how each claim is supported by reasons and evidence.

Teacher Note
SL.5.3 See Teacher Note for SL.5.2

Grade 5-Speaking and Listening Standards
Presentation of Knowledge and Ideas

SL.5.4	Report on a topic or text or present an opinion to support main ideas or *themes.* • Sequence ideas logically. • Use appropriate facts. • Use relevant, descriptive details. • Speak clearly at an understandable pace.
Teacher Note	
SL.5.4 Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (http://literarydevices.net/theme/).	
SL.5.5	Include *multimedia* components and *visual displays* in presentations when appropriate to enhance the development of main ideas or *themes*.
Teacher Note	
SL.5.5 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video. A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
SL.5.6	Adapt speech to a variety of contexts and tasks, using *formal English* when appropriate to task and situation.

Teacher Note
SL.5.6 Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives. See L.5.1 and L.5.3 for specific expectations for Grade 5 students when speaking and writing.

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 5-Language Standards	
Conventions of Standard English	
L.5.1	Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 5.
Teacher Note	
L.5.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.5.1.A	This standard is taught in Grade 3 and should be reinforced as needed. Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
L.5.1.B	This standard is taught in Grade 3 and should be reinforced as needed. Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).
L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions. ● Recognize and correct inappropriate shifts in verb tense.

L.5.1.D	Use relative pronouns whose, whom, who, which, and that.
L.5.1.E	Use the relative adverbs where, when, and why.
L.5.1.F	Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when, etc.) appropriately.
L.5.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.5.1.H	Produce complex sentences using dependent clauses and subordinating conjunctions.
L.5.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.5.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.5.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
L.5.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.
Teacher Note	

L.5.2
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences
(http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer

words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.5.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
L.5.2.B	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.C	Use a comma to separate an introductory element from the rest of the sentence. ● Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). ● Use punctuation to separate items in a series.
L.5.2.D	Spell *grade-appropriate* words correctly, consulting references as needed.
	Teacher Note
L.5.2.D Systematic instruction in spelling is important because spelling impacts comprehension of text. One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grade 5-Language Standards	
Knowledge of Language	
L.5.3	Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.
L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.B	Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.
Teacher Note	

L.5.3.B
Dialect is a variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially. (http://www.dictionary.com/browse/dialect?s=t)

Register is any of the varieties of a language that a speaker uses in a particular social context.

Grade 5-Language Standards	
Vocabulary Acquisition and Use	
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.B	Use common, *grade-appropriate* Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Teacher Note	
L.5.4.B "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum. See http://www.corestandards.org/assets/Appendix_A.pdf#page=22 for an explanation and examples of derivational suffixes. A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf**).**	
L.5.4.C	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.5.4.D	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.5	Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for grade level.

Teacher Note

L.5.5
Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

L.5.5.A	Interpret figurative language in context, including but not limited to, similes and metaphors.
L.5.5.B	Interpret the meaning of common idioms and proverbs.
L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
L.5.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.5.6	Acquire and use accurately *grade-appropriate general academic* and *domain-specific* words and phrases, including transition words that signal contrast, addition, and other logical relationships.

Teacher Note

L.5.6
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts

should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

Grade 6

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands— reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades 6-12

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 6-Reading Standards for Literature	
Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Examine a *grade-appropriate* literary text. ● Provide an *objective summary*. ● Determine a *theme* of a text and how it is conveyed through particular details.
Teacher Note	

RL.6.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in

nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

Objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (http://literarydevices.net/theme/).

RL.6.3	Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.

Grade 6-Reading Standards for Literature	
Craft and Structure	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or *tone*.
Teacher Note	
RL.6.4 Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the *theme,* setting, or plot.
Teacher Note	
RL.6.5 In a ballad, each stanza tells the next part of the story. In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.	
RL.6.6	Explain how an author develops the *point of view* and/or *perspective* of the narrator or speaker in a text.
Teacher Note	
RL.6.6 It is important to clarify the terms "point of view" and "perspective" for students. Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in	

manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the th
ird person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 6-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.8	RL.6.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar *themes* and topics.

Range of Reading and Level of Text Complexity	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Teacher Note
RL.6.10 A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 6-Reading Standards for Informational
Key Ideas and Details

RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Examine a *grade-appropriate* informational text. ● Provide an *objective summary*. ● Determine a central idea and how it is conveyed through particular details.

Teacher Note

RI.6.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

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Objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

| **RI.6.3** | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

Grade 6-Reading Standards for Informational	
Craft and Structure	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's *point of view*, *perspective*, and/or purpose in a text and explain how it is conveyed in the text.
Teacher Note	

RI.6.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person,

omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 6-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Teacher Note	
RI.6.10 A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4	

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades 6-12

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grade 6-Writing Standards	
Text Types and Purposes	
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.D	Establish and maintain a formal style.
W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and *multimedia* when useful to aiding comprehension.
Teacher Note	
W.6.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.	

	Text features should be presented in a systematic way within an aligned curriculum.
W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.D	Use *precise language* and *domain-specific* vocabulary to inform about or explain the topic.
Teacher Note	
W.6.2.D These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.	
W.6.2.E	Establish and maintain a formal style.
W.6.2.F	Provide a concluding statement or section that supports the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Teacher Note	
W.6.3.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.	
W.6.3.E	Provide a conclusion that reflects on the narrated experiences or events.

Grade 6-Writing Standards	
Production and Distribution of Writing	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Teacher Note	
W.6.4 Grade-specific expectations for writing types are defined in standards W.6.1, W.6.2, and W.6.3.	
W.6.5	Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from *standard English* in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).
Teacher Note	
W.6.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 6. Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.	

	Informal discourse is used with friends, children, and relatives.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.

	Grade 6-Writing Standards
	Research to Build and Present Knowledge
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources. ● Assess the credibility of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Provide basic bibliographic information for sources.
W.6.9	Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
W.6.9.A	Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar *themes* and topics.").
W.6.9.B	Apply Grade 6 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").

Grade 6-Writing Standards
Range of Writing
W.6.10   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grade 6-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.6.1	Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Teacher Notes	
SL.6.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.B	Follow rules for *collegial discussions*, set specific goals and deadlines, and define individual roles as needed.
Teacher Note	
SL.6.1.B Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.	
SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple *perspectives* through reflection and paraphrasing.

Teacher Note	
In this standard, the teacher will address both point of view and *perspective.* It is important to clarify the terms "point of view" and "perspective" for students. Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view) Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective) In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.	
SL.6.2	Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 6-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or *themes*; use appropriate eye contact, adequate volume, and clear pronunciation.
Teacher Note	
SL.6.4 Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (http://literarydevices.net/theme/).	
SL.6.5	Include *multimedia* components (e.g., graphics, images, music, sound) and *visual displays* in presentations to clarify information.
Teacher Note	
SL.6.5 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video. A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.

Teacher Note
SL.6.6 Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives. See L.6.1 and L.6.3 for specific expectations for Grade 6 students when speaking and writing.

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades 6-12

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The

inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate aligned curriculum.

Grade 6-Language Standards	
Conventions of Standard English	
L.6.1	Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 6.
Teacher Note	
L.6.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.B	Use intensive pronouns (e.g., myself, ourselves) correctly.

Teacher Note		
L.6.1.B Differentiate between reflexive pronouns, which are taught in Grade 2 and intensive pronouns, which are taught in Grade 6.		
L.6.1.C	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	
Teacher Note		
L.6.1.C Review previously taught verb tenses as needed.		
L.6.1.D	Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.	
L.6.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.	
L.6.1.F	Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.	
L.6.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.	
L.6.1.H	Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.	
L.6.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.	
L.6.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).	

L.6.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
L.6.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.

Teacher Note

L.6.2
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.6.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
L.6.2.B	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.C	Use commas to set off clauses.
L.6.2.D	Spell correctly.

Teacher Note
L.6.2.D Systematic instruction in spelling is important because spelling impacts comprehension of text. One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text: "Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998). "Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194). Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction. In addition, Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling. These suggested resources are offered to support districts but are not mandated.

Grade 6-Language Standards	
Knowledge of Language	
L.6.3	Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening.
L.6.3.A	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.B	Maintain consistency in style and *tone.*
Teacher Note	
L.6.3.B Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	

Grade 6-Language Standards	
Vocabulary Acquisition and Use	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.
L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4.B	Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
Teacher Note	
L.6.4.B A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf**).**	
L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5	Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for the grade level.

Teacher Note	
L.6.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.6.5.A	Interpret figures of speech (e.g., extended metaphor, personification) in context.
L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.6	Acquire and use accurately *grade-appropriate general academic vocabulary* and *domain-specific* words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Teacher Note	
L.6.6 "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 6 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.	

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

Grade 7

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands— reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades 6-12

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 7-Reading Standards for Literature
Key Ideas and Details

RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Examine a *grade-appropriate* literary text. ● Provide an *objective summary.* ● Determine a *theme* of a text and analyze its development over the course of the text.

Teacher Note

RL.7.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include

personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot).

Grade 7-Reading Standards for Literature	
Craft and Structure	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5	Analyze how particular elements of a drama or poem (e.g., scene, stage direction, monologue, or stanza) fit into the overall structure and contribute to its meaning.
RL.7.6	Analyze how an author develops and contrasts the *points of view* and/or *perspectives* of different characters or narrators in a text.
Teacher Note	

RL.7.6
In this standard, the teacher will address both point of view and *perspective*.

It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality

(http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 7-Reading Standards for Literature
Integration of Knowledge and Ideas
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or *multimedia* version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Teacher Note
RL.7.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.
RL.7.8	RL.7.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Range of Reading and Level of Text Complexity
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Teacher Note
RL.7.10 A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 7-Reading Standards for Informational	
Key Ideas and Details	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Examine a *grade-appropriate* informational text. ● Provide an *objective summary* ● Determine a central idea in a text and analyze its development.
Teacher Note	

RI.7.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include

personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Grade 7-Reading Standards for Informational
Craft and Structure

RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and *tone*.

Teacher Note

RI.7.4
Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's *point of view*, *perspective*, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Teacher Note

RI.7.6
In this standard, the teacher will address both point of view and *perspective*.

It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality
(http://dictionary.cambridge.org/us/dictionary/english/perspective)
In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 7-Reading Standards for Informational
Integration of Knowledge and Ideas

RI.7.7	Compare and contrast a text to an audio, video, or *multimedia* version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Teacher Note	
RI.7.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.	
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity	
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Teacher Note	
RI.7.10 A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4	

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades 6-12

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grade 7-Writing Standards	
Text Types and Purposes	
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.D	Establish and maintain a formal style.
W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and *multimedia* when useful to aiding comprehension.
Teacher Note	
W.7.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination	

	of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.

Text features should be presented in a systematic way within an aligned curriculum.

W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.D	Use *precise language* and *domain-specific* vocabulary to inform about or explain the topic.

Teacher Note

W.7.2.D
These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature).

Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.

W.7.2.E	Establish and maintain a formal style.
W.7.2.F	Provide a concluding statement or section that supports the information or explanation presented.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.A	Engage and orient the reader by establishing a context and *point of view*/*perspective* and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Teacher Note	
W.7.3.A In this standard, the teacher will address both point of view and *perspective*. It is important to clarify the terms "point of view" and "perspective" for students. Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view) Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective). In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.	
W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Teacher Note

W.7.3.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.

W.7.3.E	Provide a conclusion that reflects on the narrated experiences or events.

	Grade 7-Writing Standards
	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Teacher Note
	W.7.4 Grade-specific expectations for writing types are defined in standards W.7.1, W.7.2, and W.7.3.
W.7.5	Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	Teacher Note
	W.7.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 7.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

Grade 7-Writing Standards	
Research to Build and Present Knowledge	
W.7.7	Conduct short or more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Follow a standard format for citation.
W.7.9	Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
W.7.9.A	Apply Grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").
W.7.9.B	Apply Grade 7 Reading standards to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").
Teacher Note	
W.7.9.A and W.7.9.B may be used individually or in combination.	

Grade 7-Writing Standards
Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend

heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grade 7-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.7.1	Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Teacher Notes	
SL.7.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1.B	Follow rules for *collegial discussions*, track progress toward specifically set goals and deadlines, and define individual roles as needed.
Teacher Note	
SL.7.1.B Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.	
SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2	Analyze the main ideas and supporting details that are gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Determine a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Grade 7-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.7.4	Present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.5	Include *multimedia* components and *visual displays* in presentations to clarify claims and findings and emphasize the primary points.
Teacher Note	
SL.7.5 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video. A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.
Teacher Note	
SL.7.6 See L.7.1 and L.7.3 for specific expectations for Grade 7 students when speaking and writing.	

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades 6-12

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 7-Language Standards	
Conventions of Standard English	
L.7.1	Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 7.
Teacher Note	
L.7.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.7.1.A	Explain the function of phrases (e.g., adverbial, adjectival, prepositional) and clauses in general and their function in specific sentences.
L.7.1.B	Demonstrate command of simple, compound, complex, and compound-complex sentences to convey ideas and meaning.
L.7.1.C	This standard is taught in Grade 6 and should be reinforced as needed. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
L.7.1.D	Use correct shifts in pronoun number and person and use relative pronouns whose, whom, who, which, and that with the appropriate antecedents.

L.7.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
L.7.1.F	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.7.1.H	Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
L.7.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.7.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.7.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
L.7.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 7 when writing.
Teacher Note	
L.7.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are	

avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

L.7.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
L.7.2.B	Use a semicolon to join elements of a series when individual items of the series already include commas.
L.7.2.C	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
L.7.2.D	Spell correctly.

Teacher Note
L.7.2.D Systematic instruction in spelling is important because spelling impacts comprehension of text. One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grade 7-Language Standards	
Knowledge of Language	
L.7.3	Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.
L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.3.B	Maintain consistency in style and *tone*, based on audience, purpose, message, and form.
Teacher Note	
L.7.3.B Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	

Grade 7-Language Standards	
Vocabulary Acquisition and Use	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.
L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.B	Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
Teacher Note	
L.7.4.B A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf**).**	
L.7.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.7.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for the grade level.

	Teacher Note
L.7.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic).
L.7.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.7.6	Acquire and use accurately *grade-appropriate general academic* and *domain-specific* words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	Teacher Note
L.7.6 "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 7 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.	

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

Grade 8

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

    10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades 6-12

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grade 8-Reading Standards for Literature
Key Ideas and Details

RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Examine a *grade-appropriate* literary text. • Provide an *objective summary.* • Determine a *theme* of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

Teacher Note

RL.8.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of

the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, **recount** may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (http://literarydevices.net/theme/).

RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Grade 8-Reading Standards for Literature	
Craft and Structure	
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or *tone,* including analogies or allusions to other texts when applicable.
Teacher Note	
RL.8.4 Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the *points of view* and/or *perspectives* of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Teacher Note	
RL.8.6 It is important to clarify the terms "point of view" and "perspective" for students. Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns	

(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grade 8-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.8	RL.8.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.8.9	Analyze how a modern work of fiction draws on *themes*, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.

Range of Reading and Level of Text Complexity	
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.

Teacher Note
RL.8.10 A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grade 8-Reading Standards for Informational	
Key Ideas and Details	
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Examine a *grade-appropriate* informational text. ● Provide an *objective summary* of the text. ● Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
Teacher Note	

RI.8.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

| **RI.8.3** | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |

Grade 8-Reading Standards for Informational	
Craft and Structure	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and *tone,* including analogies or allusions to other texts when applicable.
Teacher Note	
RI.8.4 Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6	Determine an author's *point of view, perspective*, and/or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Teacher Note	
RI.8.6 It is important to clarify the terms "point of view" and "perspective" for students. Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view).	

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective).

In these standards and in an English class, the term point of view is used referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed. For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

Grade 8-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, *multimedia*) to present a particular topic or idea.
Teacher Note	
RI.8.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.	
RI.8.8	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.
Teacher Note	
RI.8.10 A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link:	

http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades 6-12

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grade 8-Writing Standards	
Text Types and Purposes	
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1.D	Establish and maintain a formal style.
W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and *multimedia* when useful to aiding comprehension.
Teacher Note	
W.8.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text,	

	graphics, animation (including interactive elements), audio, video. Text features should be presented in a systematic way within an aligned curriculum.	
W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, and/or other information and examples.
W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.D	Use *precise language* and *domain-specific* vocabulary to inform about or explain the topic.

Teacher Note
W.8.2.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.

W.8.2.E	Establish and maintain a formal style.
W.8.2.F	Provide a concluding statement or section that supports the information or explanation presented.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3.A	Engage and orient the reader by establishing a context and *point of view/perspective* and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Teacher Note
W.8.3.A In this standard, the teacher will address both point of view and *perspective*.

It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective).

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Teacher Note
W.8.3.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.

W.8.3.E	Provide a conclusion that reflects on the narrated experiences or events.

Grade 8-Writing Standards	
Production and Distribution of Writing	
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Teacher Note	
W.8.4 Grade-specific expectations for writing types are defined in standards W.8.1, W.8.2, and W.8.3.	
W.8.5	Develop and strengthen writing as needed with some guidance and support from peers and adults by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Teacher Note	
W.8.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 8.	
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 8-Writing Standards	
Research to Build and Present Knowledge	
W.8.7	Conduct short or more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the data and conclusions of others while avoiding plagiarism. ● Follow a standard format for citation.
W.8.9	Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
W.8.9.A	Apply Grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on *themes*, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").
W.8.9.B	Apply Grade 8 Reading standards to informational texts (e.g., "Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").

Grade 8-Writing Standards	
Range of Writing	
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grade 8-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.8.1	Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Teacher Notes	
SL.8.1 Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1.B	Follow rules for *collegial discussions* and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Teacher Note	
SL.8.1.B Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.	
SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2	Analyze the purpose of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Examine a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Grade 8-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.8.4	Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5	Integrate *multimedia* and *visual displays* into presentations to clarify information, strengthen claims and evidence, and add interest.
Teacher Note	
SL.8.5 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video. A visual display is a presentation of information that can be seen (e.g., drawings, bar graphs, 3D pie charts, line graphs, and pyramid area graphs).	
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.
Teacher Note	
SL.8.6 Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.	

Informal discourse is used with friends, children, and relatives.

See L.8.1 and L.8.3 for specific expectations for Grade 8 students when speaking and writing.

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades 6-12

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grade 8-Language Standards	
Conventions of Standard English	
L.8.1	Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 8.
Teacher Note	
L.8.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1.B	Form and use verbs in the active and passive voice.
L.8.1.C	Form and use verbs in the indicative, imperative, and interrogative mood.
L.8.1.D	Recognize and correct inappropriate shifts in verb voice.

L.8.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
L.8.1.F	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.8.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.8.1.H	This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
L.8.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.8.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.8.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
L.8.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grade 8 when writing.
Teacher Note	
L.8.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter	

words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.8.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
L.8.2.B	Use an ellipsis to indicate an omission.
L.8.2.C	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.D	Spell correctly.

Teacher Note

L.8.2.D
Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond" by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding" (e.g., Leong, 2000; Smith, 1998).

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske's text, <u>Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction</u>, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grade 8-Language Standards	
Knowledge of Language	
L.8.3	Use knowledge of language and its conventions for Grade 8 when writing, speaking, reading, or listening.
L.8.3.A	Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).
L.8.3.B	Form and use verbs in the indicative, imperative, and interrogative mood to achieve particular effects.

	Grade 8-Language Standards	
	Vocabulary Acquisition and Use	
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.	
L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.8.4.B	Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
	Teacher Note	
L.8.4.B A chart of prefixes and suffixes may be found at (http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf**).**		
L.8.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.8.5	Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings as appropriate for the grade level.	

Teacher Note	
L.8.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
L.8.5.B	Use the relationship between particular words to better understand each of the words.
L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.8.6	Acquire and use accurately *grade-appropriate general academic* and *domain-specific* words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Teacher Note	
L.8.6 "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 6-8 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 8 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.	

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

Grades 9-10

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands— reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades 6-12

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 9-10-Reading Standards for Literature	
Key Ideas and Details	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
Teacher Note	

RL.9-10.1
The student skill here relating to 'implicitly' would be to infer.

RL.9-10.2	Examine a *grade-appropriate* literary text. ● Provide an *objective summary.* ● Determine a *theme* of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
Teacher Note	

RL.9-10.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text

with the same text structure and order of the original" <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u> (2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount

"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (http://literarydevices.net/theme/).

| **RL.9-10.3** | Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the *theme.* |

Grades 9-10-Reading Standards for Literature	
Craft and Structure	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and *tone* (e.g., how the language evokes a sense of time and place; how it sets a formal or informal *tone*).
Teacher Note	
RL.9-10.4 Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives. Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular *point of view*, *perspective,* or cultural experience reflected in a work of literature, including works from outside the United States.
Teacher Note	
RL.9-10.6 It is important to clarify the terms "point of view" and "perspective" for students.	

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality
(http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 9-10-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icaru<u>s</u>).
RL.9-10.8	RL.9.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a *theme* or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity	
RL.9-10.10	By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.
Teacher Note	
RL.9-10.10 Over the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature. A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf	

A chart with text complexity quantitative measures by grade band may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Grades 9-10-Reading Standards for Informational	
Key Ideas and Details	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.
Teacher Note	
RI.9-10.1 The student skill here relating to 'implicitly' would be to infer.	
RI.9-10.2	Examine a *grade-appropriate* informational text. ● Provide an *objective summary* of the text. ● Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
Teacher Note	
RI.9-10.2 "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum. Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better*	

Reading, Writing, and Test Taking(2006) Kissner (p. 8).
An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

RI.9-10.3	Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Grades 9-10-Reading Standards for Informational
Craft and Structure

RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and *tone* (e.g., how the language of a court opinion differs from that of a newspaper).

Teacher Note

RI.9-10.4
Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's *point of view*, *perspective,* and/or purpose in a text and analyze how an author uses rhetoric to advance that *point of view*, *perspective*, or purpose.

Teacher Note

RI.9-10.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 9-10-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and *multimedia*), determining which details are emphasized in each account.
Teacher Note	
RI.9-10.7 Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.	
RI.9-10.8	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related *themes* and concepts.
Range of Reading and Level of Text Complexity	
RI.9-10.10	By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.

Teacher Note
RI.9-10.10 A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades 6-12

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

	Grades 9-10-Writing Standards
	Text Types and Purposes
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.B	Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.C	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; include commentary for support.
W.9-10.1.D	Establish and maintain an appropriate format, formal style, and objective *tone* within the norms and conventions of the discipline.
	Teacher Note
W.9-10.1.D Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	
W.9-10.1.E	Provide an appropriate concluding statement or section that supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or *multimedia*.

Teacher Note

W.9-10.2.A
Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.

Text features should be presented in a systematic way within an aligned curriculum.

W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.D	Use *precise language* and *domain-specific* vocabulary to manage the complexity of the topic.

Teacher Note

W.9-10.2.
Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at

W.9-10.2.E	Establish and maintain an appropriate format, formal style, and objective *tone* within the norms and conventions of the discipline.

Teacher Note

W.9-10.2.E
Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

W.9-10.2.F	Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more *points of view/perspectives*, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Teacher Note

W.9-10.3.A
In this standard, the teacher will address both point of view and *perspective*.

It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective).

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another, creating coherence.

Teacher Note

W.9-10.3.C This explanation is not intended to be exhaustive but rather to provide clarification for this standard. A sequence of events can be organized in a variety of ways such as order of impression, order of importance, spatially, or temporally. Transitional words such as first, next, last, adjacent to, beyond, below, between should be used to connect the ideas as appropriate for the organizational strategy. Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as). See related standard Spatial means of or relating to space (e.g., beside, nearby, adjacent to, left, right, above, below, between)

W.9-10.3.D	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.

Teacher Note	
W.9-10.3.D Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.	
W.9-10.3.E	Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.

Grades 9-10-Writing Standards	
Production and Distribution of Writing	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Teacher Note	
W.9-10.4 Grade-specific expectations for writing types are defined in standards W.9-10.1, W.9-10.2, and W.9-10.3.	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, and/or trying a new approach, addressing what is most significant for a specific purpose and audience.
Teacher Note	
W.9-10.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grades 9-10.	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Teacher Note	
W.9-10.6 Updating writing products includes providing a new document that has been revised or edited from a previous draft.	

Grades 9-10-Writing Standards	
Research to Build and Present Knowledge	
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. ● Assess the usefulness of each source in answering the research question. ● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. ● Follow a standard format for citation.
W.9-10.9	Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.
W.9-10.9.A	Apply Grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a *theme* or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare].").
W.9-10.9.B	Apply Grades 9-10 Reading standards to informational texts (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").

Grades 9-10-Writing Standards
Range of Writing
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grades 9-10-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.9-10.1	Initiate and participate effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Teacher Note	
SL.9-10.1 Collaborative discussion (conversations) should be collegial. Collegial discussion (conversation) is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree. Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1.B	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Teacher Note	
SL.9-10.1.B Collegial discussion is defined by Jim Burke as follows: Collegial discussion refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree.	

SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader *themes* or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1.D	Respond thoughtfully to diverse *perspectives*, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Teacher Note

SL.9-10.1.D
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality
(http://dictionary.cambridge.org/us/dictionary/english/perspective).

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize":
(http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/
Retell vs. Recount

"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, recount may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Summary is "a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

SL.9-10.2	Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches), evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker's *perspective*, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Teacher Note

SL.9-10.3
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view).

Perspective is a particular way of viewing things that depends on one's experience and personality

(http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 9-10-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of *formal English* when indicated or appropriate.
Teacher Note	

SL.9-10.6
Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

See L.9-10.1 and L.9-10.3 for specific expectations for Grades 9-10 students when speaking and writing.

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades 6-12

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grades 9-10-Language Standards	
Conventions of Standard English	
L.9-10.1	Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grades 9-10.
Teacher Note	
L.9-10.1 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.9-10.1.A	Use parallel structure.
L.9-10.1.B	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
Teacher Note	
L.9-10.1.B Phrases and clauses have been taught in earlier grades; therefore, students should be held responsible for including the	

full range of these structures in their writing. While every paper a student writes may not include examples of every type of clause and phrase, the collective writing that students produce across the year should reflect their purposeful use of clauses and phrases for variety and effect. Various types of phrases include noun, verb, adjectival, adverbial, participial, prepositional, and absolute. Types of clauses include independent, dependent; noun, relative, and adverbial.

L.9-10.1.C	Form and use verbs in the conditional and subjunctive mood.
L.9-10.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
L.9-10.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
L.9-10.1.F	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.9-10.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.9-10.1.H	This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
L.9-10.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.
L.9-10.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.9-10.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
L.9-10.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.

Teacher Note	
L.9-10.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts,having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t) Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work. Informal discourse is used with friends, children, and relatives.	
L.9-10.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
L.9-10.2.B	Use a colon appropriately to introduce a list, quotation, or clarification.
L.9-10.2.C	Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.
L.9-10.2.D	Spell correctly.
Teacher Note	
L.9-10.2.D Systematic instruction in spelling is important because spelling impacts comprehension of text. One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic	

Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

In addition, Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling.

These suggested resources are offered to support districts but are not mandated.

Grades 9-10-Language Standards	
Knowledge of Language	
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.3.A	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
L.9-10.3.B	Use verbs in the conditional and subjunctive mood to achieve particular effects.
Teacher Note	
L.9-10.3.B Information about conditional and subjunctive mood can be found at https://web.cn.edu/kwheeler/grammar_moods.html	

Grades 9-10-Language Standards	
Vocabulary Acquisition and Use	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.B	Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for the grade level.
Teacher Note	
L.9-10.5 Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).	
L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Teacher Note
L.9-10.5.A When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level. "Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 9-10 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 9-10 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

L.9-10.5.B	Analyze *nuances* in the meaning of words with similar denotations.

Teacher Note
L.9-10.5.B Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

L.9-10.5.C	This standard is taught in Grade 6 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.9-10.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.9-10.6	Acquire and use accurately *general academic* and *domain-specific* words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Teacher Note	
L.9-10.6 These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature).	

Grades 11-12

Arkansas
English Language Arts Standards

2016

Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college or careers have attained particular literacy capacities: They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures. These broad literacy capacities are developed across the disciplines, not just in English language arts; therefore, a separate document, The Arkansas Disciplinary Literacy Standards, has been created for other content areas to address their unique literacy needs. The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing.

The document includes the Arkansas College and Career Ready Anchor Standards for each strand of the standards: reading, writing, speaking and listening, and language. These anchor standards describe the knowledge and skills that are needed in the discipline of English language arts by high school graduates to acquire the literacy capacities. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for each grade level from Kindergarten to Grade 12.

The anchor standards are placed before the grade-level standards for each strand to describe the bigger picture learning goals. The grade-level standards documents include teacher notes that provide explanations, definitions, and links to resources to support teachers as they implement the standards. Although the documents are organized by strands—reading, reading foundational, writing, speaking and listening, and language—the standards should be integrated during instruction. For example, students should be writing and studying language while they are reading. Students should be speaking and listening periodically as they are engaged in reading and writing. Texts can be used as examples to support developing writers. These examples describe only a few of many ways that the strands can be embedded naturally and effectively during instruction that is aligned to the standards.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literary and literary nonfiction texts to teach the standards. Therefore, text selection is critical to successful

implementation of these standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Students acquire knowledge and skills at different rates; therefore, teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for remediating students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing an aligned curriculum that will create a smooth learning progression for knowledge and skills in English language arts from Kindergarten through high school graduation.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they continue to develop literacy capacities and increase their opportunities for success in the future.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shape the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades 6-12

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12-Reading Standards for Literature	
Key Ideas and Details	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Examine a *grade-appropriate* literary text. ● Provide an *objective summary*. ● Determine two or more *themes* or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
Teacher Note	

RL.11-12.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Objective means not influenced by personal feelings, interpretations, or prejudice; based on facts; unbiased

Summary is "a shortened version of an original text, stating the main ideas and [only the] important details of the text with the same text structure and order of the original" *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*(2006) Kissner (p. 8).

An objective summary is a shortened version of an original text, stating the main ideas and only the important details of the text with the same text structure and order of the original that is unbiased and based on facts and does not include

personal feelings, interpretations, or prejudice.

The following link provides a discussion of the differences among the terms "retell," "recount," and "summarize": (http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Retell vs. Recount
"Retell implies an oral recapitulation of the narrative elements, probably best put in order but not necessarily; as we speak, we may correct our thoughts and provide for that correction in our speaking. On the other hand, **recount** may be written or oral and requires a clearly sequenced ordering of narrative events. Retelling is less formal and probably told from the point of view of the story's original narrator and in the tense the story was told; recounting, more formal in stance, sets the context for the recount from the beginning and is told in either first person or third person depending on the nature of the recount, but always told in past tense. The recount has closure, perhaps evaluative or summative in nature, or as in following the admonishment of the standards, may address the message, lesson, or moral of the text. http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade/

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly (http://literarydevices.net/theme/).

RL.11-12.3	Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.

Grades 11-12-Reading Standards for Literature	
Craft and Structure	
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping *perspective* and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Teacher Note	

RL.11-12.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality
(http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person,

omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 11-12-Reading Standards for Literature	
Integration of Knowledge and Ideas	
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
RL.11-12.8	RL.11-12.8 is not applicable to literature based on anchor standard CCRA.R.8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.11-12.9	Analyze how two or more influential literary works from the same time period address similar *themes* or topics.
Range of Reading and Level of Text Complexity	
RL.11-12.10	By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently.
Teacher Note	
RL.11-12.10 Over the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature. A detailed explanation of the three dimensions of text complexity may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf A chart with text complexity quantitative measures by grade band may be found at the following link: http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4	

Grades 11-12-Reading Standards for Informational	
Key Ideas and Details	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Examine a *grade-appropriate* informational text. ● Provide an *objective summary* of the text. ● Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
Teacher Note	

RI.11-12.2
"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

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Retell vs. Recount
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| **RI.11-12.3** | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |

Grades 11-12-Reading Standards for Informational	
Craft and Structure	
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's *point of view*, *perspective,* or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Teacher Note	

RI.11-12.6
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
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omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Grades 11-12-Reading Standards for Informational	
Integration of Knowledge and Ideas	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents.
RI.11-12.9	Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their *themes*, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
RI.11-12.10	By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Teacher Note	

RI.11-12.10
Over the course of Grades 9-12, students study American literature, British literature including Shakespeare, and world literature.

A detailed explanation of the three dimensions of text complexity may be found at the following link:
http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf

A chart with text complexity quantitative measures by grade band may be found at the following link:
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Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades 6-12

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing--for example, to use narrative strategies within argument and explanation within narrative--to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Grades 11-12-Writing Standards	
Text Types and Purposes	
W.11-12.1	Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1.C	Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary.
Teacher Note	
W.11-12.1.C Commentary is the writer's ideas about something, not concrete detail. Synonyms include opinion, insight, analysis, interpretation, inference, personal response, evaluation, explication, and reflection.	
W.11-12.1.D	Establish and maintain an appropriate style, *tone*, and format within the norms and conventions of the discipline.
Teacher Note	
W.11-12.1.D Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).	

W.11-12.1.E	Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument).
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and *multimedia* to aid in comprehension.

Teacher Note
W.11-12.2.A Multimedia fall into one of five main categories and use varied techniques for digital formatting. One or any combination of this content can be used to enhance your website or social media platform. The five main categories are text, graphics, animation (including interactive elements), audio, video.

W.11-12.2.B	Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotations, or other information and examples) and by providing insightful commentary appropriate to the audience's knowledge of the topic.
W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.D	Use *precise language, domain-specific* vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Teacher Note
W.11-12.2.D Precise language spells out relationship between ideas, leading readers to a desired conclusion. Precise language is specific and non-vague.

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature). Information about these vocabulary types may be found at (http://www.corestandards.org/assets/Appendix_A.pdf#page=33)

W.11-12.2.E	Establish and maintain a formal style, objective *tone*, and appropriate format within norms and conventions of the discipline.
Teacher Note	

W.11-12.2.E
Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

W.11-12.2.F	Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more *points of view/perspectives*, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Teacher Note	

W.11-12.3.A
In this standard, the teacher will address both point of view and *perspective*.

It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader

access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular *tone* and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Teacher Note
W.11-12.3.C Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

W.11-12.3.D	Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.

Teacher Note	
W.11-12.3.D Precise language spells out relationship between ideas, leading readers to a desired conclusion. Precise language is specific and non-vague.	
W.11-12.3.E	Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.

Grades 11-12-Writing Standards	
Production and Distribution of Writing	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Teacher Note	
W.11-12.4 Grade-specific expectations for writing types are defined in standards W.11-12.1, W.11-12.2, and W.11-12.3.	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Teacher Note	
W.11-12.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grades 11-12.	
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Grades 11-12-Writing Standards	
Research to Build and Present Knowledge	
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. ● Assess the strengths and limitations of each source in terms of the task, purpose, and audience. ● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. ● Follow a standard format for citation.
Teacher Note	
W.11-12.8 Authoritative sources are a type of credible source.	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.
W.11-12.9.A	Apply Grades 11-12 Reading standards to literature.
W.11-12.9.B	Apply Grades 11-12 Reading standards to informational texts.

Grades 11-12-Writing Standards	
Range of Writing	
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades 6-12

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner--built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Grades 11-12-Speaking and Listening Standards	
Comprehension and Collaboration	
SL.11-12.1	Initiate and participate effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Teacher Note	
SL.11-12.1 Collegial discussion (conversation) is defined by Jim Burke as follows: Collegial discussion (conversation) refers to discussing ideas, some of them contentious, with mutual respect for your colleagues even if you do not agree. Collaborative conversations take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).	
SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1.B	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative *perspectives.*
Teacher Note	
SL.11-12.1.C It is important to clarify the terms "point of view" and "perspective" for students.	

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns
(http://literary-devices.com/content/point-view)

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In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

SL.11-12.1.D	Respond thoughtfully to diverse *perspectives*; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Teacher Note

SL.11-12.1.D
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns

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SL.11-12.2	Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's *perspective,* reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and *tone* used.

Teacher Note
SL.11-12.3 It is important to clarify the terms "point of view" and "perspective" for students. Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view) Perspective is a particular way of viewing things that depends on one's experience and personality

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Tone is the author's attitude towards the subject, characters or situation (e.g., amused, sad, angry, etc.).

Grades 11-12-Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct *perspective*, such that listeners can follow the line of reasoning, alternative or opposing *perspectives* are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Teacher Note	

SL.11-12.4
It is important to clarify the terms "point of view" and "perspective" for students.

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) and is instrumental in manipulating the reader's understanding of the narrative. In a way, the point of view can allow or withhold the reader access into the greater reaches of the story. Two of the most common point of view techniques are the first person, wherein the story is told by the narrator from his or her standpoint and the third person wherein the narrator does not figure in the events of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns (http://literary-devices.com/content/point-view)

Perspective is a particular way of viewing things that depends on one's experience and personality (http://dictionary.cambridge.org/us/dictionary/english/perspective)

In an English class, the teacher should use the term point of view when referring specifically to 1st person, 3rd person, omniscient, limited, etc., and perspective should be used when referring to a particular way of viewing things that depends on one's experience and personality. Furthermore, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers would define as perspective.

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer

words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, auditory, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or *formal English* when indicated or appropriate.

Teacher Note

SL.11-12.6
Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. They correspond to the Arkansas College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades 6-12

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening;

indeed, they are inseparable from such contexts.

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

"Grade-appropriate" is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 11-12 text complexity band. The texts should also be selected to include words for appropriate word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grades 11-12 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Grades 11-12-Language Standards
Conventions of Standard English

L.11-12.1	Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grades 11-12.

Teacher Note

L.11-12.1
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.B	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.1.C	Form and use correctly the full range of verb tenses and moods.

Teacher Notes	
L.11-12.1.C Information about conditional and subjunctive mood can be found at (https://web.cn.edu/kwheeler/grammar_moods.html**).**	
L.11-12.1.D	Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun-antecedent agreement.
L.11-12.1.E	This standard is taught in Grade 5 and should be reinforced as needed. Use the relative adverbs where, when, and why.
L.11-12.1.F	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Teacher Notes	
L.11-12.1.F Phrases and clauses have been taught in earlier grades; therefore, students should be held responsible for including the full range of these structures in their writing. While every paper a student writes may not include examples of every type of clause and phrase, the collective writing that students produce across the year should reflect their purposeful use of clauses and phrases for variety and effect. Various types of phrases include noun, verb, adjectival, adverbial, participial, prepositional, and absolute. Types of clauses include independent, dependent; noun, relative, and adverbial.	
L.11-12.1.G	This standard is taught in Grade 4 and should be reinforced as needed. Form and use prepositional phrases.
L.11-12.1.H	This standard is taught in Grade 7 and should be reinforced as needed. Produce a variety of compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
L.11-12.1.I	This standard is taught in Grade 4 and should be reinforced as needed. Use *modal auxiliaries* (e.g., can, may, must) to convey various conditions.

L.11-12.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words (interrogatives) e.g., who, what, when, where, why, how).
L.11-12.1.K	This standard is taught in Grade 3 and should be reinforced as needed. Form all upper- and lowercase letters to write words legibly in cursive.
L.11-12.2	Demonstrate command of the conventions of *standard English* capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing.

Teacher Note

L.11-12.2
Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (http://www.dictionary.com/browse/standard-english?s=t)

Formal English is the result of particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek as opposed to more informal vocabulary that commonly involves shorter words, or words with origins in Anglo-Saxon. Contractions, relative clauses without a relative pronoun and ellipsis are avoided. Formal English is used when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

Informal discourse is used with friends, children, and relatives.

L.11-12.2.A	This standard is taught in Grade 4 and should be reinforced as needed. Use correct capitalization.
L.11-12.2.B	Observe hyphenation conventions.
L.11-12.2.C	Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence.
L.11-12.2.D	Spell correctly.

Teacher Note
L.11-12.2.D Systematic instruction in spelling is important because spelling impacts comprehension of text. One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, may be found in Chapter 8, page 120 of "Vocabulary--Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond by Shane Templeton in Vocabulary Instruction: Research to Practice edited by James F. Baumann and Edward J. Kame'enui. The two quotes that follow are from this text: "Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998). "Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194). Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction. In addition, Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction, provides the Developmental Spelling Assessment along with explanation and vocabulary activities to move students through the learning continuum for spelling. These suggested resources are offered to support districts but are not mandated.

Grades 11-12-Language Standards	
Knowledge of Language	
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.A	Vary syntax for effect, consulting references (e.g., <u>Tufte's Artful Sentences</u>) for guidance as needed.
L.11-12.3.B	Apply an understanding of syntax to the study of complex texts when reading.

Grades 11-12-Language Standards	
Vocabulary Acquisition and Use	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.B	Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for the grade level.
Teacher Note	

L.11-12.5
When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.

Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.B	Analyze *nuances* in the meaning of words with similar denotations.

Teacher Note

L.11-12.5.B Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was _____(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

L.11-12.5.C	This standard is taught in Grade 8 and should be reinforced as needed. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.11-12.5.D	This standard is taught in Grade 1 and should be reinforced as needed. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.11-12.6	Acquire and use accurately a range of *general academic* and *domain-specific* words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Teacher Note

L.11-12.6 These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic vocabulary refers to words that can be used across the disciplines (e.g., surface, determine). Domain-specific words are terms that are used within a particular discipline (e.g., personification, circulatory system, DNA, trade route, explorer, density, time signature).